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PERSPECTIVE FOR THE NEGRO TEACHER

MAJOR HEALTH PROBLEMS OF THE NEGRO

RESEARCH AND THE NEGRO STUDENT

A PROBLEM IN VOCATIONAL GUIDANCE

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SCIENCE INSTRUCTION CHANGES IN REEVALUATING SCIENCE OBJECTIVES

SEPTEMBER-OCTOBER, 1939

The National Educational Outlook Among Negroes

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES is a bi-monthly magazine devoted to the advancement of education among Negroes. It is designed to serve ALL interested persons, teachers on all educational levels, and in all sections, administrators of schools and colleges, and public and private school officials; also it features items of interest to school patrons, students and pupils. The magazine serves as a medium of expression for those who have ideas and suggestions for the solution of educational problems, and as a permanent record of the progress of education among Negroes.

The responsibility for opinions and accuracy of fact is assumed by the authors of contributions who sign them and not by the editorial staff. While we shall make every effort to protect our readers from misrepresentation we cannot generally indorse every statement made by contributors.

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THE NATIONAL
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AMONG NEGROES
1210 LAMONT STREET, N. W.
WASHINGTON, D. C.

A Personal Word To Our Subscribers And Readers

Dear Friends:

With this issue The National Educational Outlook Among Negroes begins its third year of publication. Most of the hopes and expectations of the publishers have been realized: (1) We have been able to put out a professional magazine of high quality; (2) teachers, administrators, libraries and laymen have been generous in their praise of the journal; (3) the unsolicited articles have constantly increased both in quantity and quality; and (4) our readers say that the contents have grown in richness and variety.

On the basis of this record we are planning to go forward and give our readers a bigger and better magazine this year with no increase in cost to them. Since the discontinuance of the special arrangement with the American Teachers Association, (see editorial note) which we entered into last year, we will be able to make a more direct contact with the masses of Negro teachers, and thus render a larger service.

A review of the program of the magazine and of its offerings during the past two years (shown elsewhere in this issue) is sufficient to convince anyone of its value to teachers in all fields and at all levels, as well as to administrators and laymen. To keep abreast of educational events; to keep informed of the best educational thought and practice in the various fields; to have a vehicle through which you can express yourself; and to have a journal which ties together the more than 60,000 Negro teachers in a professional fraternity through the bond of common interests and ideals is certainly worth more than the price of a subscription. Still that is what the Outlook gives you for the small price of $1.00 a year.

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EDITORIAL COMMENT

EDUCATION FOR LIFE

WHEN WE attempt to analyse our complex life into activities for which the school should assume responsibility, we find three major ones: Thinking, Working, and Feeling. They are as old as human society itself, but the rapid changes in and increasing demands of our society require a new approach on the part of the school as it attempts to prepare individuals to participate effectively in them.

Thinking today does not require fundamentally different mental processes than those required in the past, but the social processes in our present democratic order requires more thinking, quicker thinking and broader thinking. We not only have more things to think about, but the tempo of the times demands greater speed in our thought processes; and the interrelationships of the different phases of our life require that we think broadly rather than narrowly. What then are the tools available for teaching people to think in these new ways? The two most important ones (assuming they have the capacity) are knowledge and experience, so correlated as to show meanings. Thus, any knowledge and any experience may become tools for the development of thinking power, provided they are properly obtained and properly related to other knowledge and experience. While more books and better equipment are highly desirable, the resourceful teacher will find valuable tools in the common things of the environment. Correct attitude and method are the most important essentials. With them, the power to think can be developed anywhere; without them, it cannot be developed even in a modernly equipped school. In addition to thinking more often, more quickly and more broadly, we need to think more clearly, more creatively and more independently. The development of processes designed conscientiously to increase thinking power should begin in the first grade and should be the dominant passion of teachers in their every contact with students, even into adult life.

Working effectively today, like thinking, does not require fundamentally different qualities than those required in the past. It still requires skill, concentration, precision, honesty, dependability, punctuality, and industry. The main difference is that these qualities are demanded to a higher degree than formerly; that the individual is required to be more flexible in the use of them; and that they are used cooperatively rather than individually.

It will be noted that most of the qualities mentioned above are of such a nature that their development need not wait until the period of special vocational training is begun, but that it may be started in the early grades and continued throughout high school and college. These qualities are essential to success in any vocation; and the extent to which they are developed in an individual, together with certain other personality traits and attitudes, will determine the extent to which he can adjust himself to the swiftly changing occupational scene. Development of dexterity in the use of many parts of the body and the mastery of certain skills may be useful in any number of occupations, while one without skill and dexterity is frequently doomed to the unskilled occupations, which are decreasing day by day.

The ability to get along with people, to fit into an organization, and to cooperate with others in a common task is required in one's work today as never before. This ability can be cultivated early; in fact, it must be cultivated early if at all. Many occupational failures should be attributed to the elementary school teachers rather than to the vocational schools or to industrial conditions, because the failures are due to the failure of such teachers to cultivate these essentials of success in their pupils.

Feeling is an area that has been thought to be beyond the scope of educational processes, but happily the emotions are gradually being recognized as educable. This is important for, in spite of our assumed intelligence, the largest part of our lives is governed by our feelings rather than our intellect. Our appreciations, our sense of values, our relationships with people, our aspirations and ideals are all, fundamentally, rooted in the emotions. We should not attempt to substitute thinking for emotional expression, for in their divorce we get intellectualism and dissipation; but we should bring thinking to bear on the emotions, for in their union we get wisdom and balance.

These three functions then, Thinking, Working, Feeling, which constitute the major activities of our lives, should begin to be cultivated when a child first enters school and their cultivation should continue as long as the school has any responsibility for the happiness and effectiveness of his life. Every teacher is responsible in this matter, the urban and rural teacher, the elementary and secondary school and college teacher, all have the obligation and opportunity to concentrate on these functions. The educational literature is full of suggestions as to how it can be done. Many agencies stand ready to assist those who are interested and willing to try.

Most of the external handicaps encountered by Negroes may be overcome if they overcome their personal handicaps by learning to Think, Work and Feel.

If we can teach youth to think without becoming pedantic; to work and subordinate material gain; to feel without letting their emotions run riot; the life of adults will be happier and more effective, and society will be more civilized.

(*Continued on page* 19)

Perspective for the Negro Teacher

JOHN W. PARKER
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NO ONE has to hold his ear close to the ground to hear the many caustic criticisms of our educational system and especially of the product that comes forth from our schools for Negroes. Many are the ills enumerated. Someone has discovered that all too many college graduates can neither read, write, spell nor think. The charge is brought that the colleges, draping the ugly practicalities of life in academic finery, have turned their backs upon the humanities, that they have not insisted upon the scientific method, that they are in reality not practical enough, that the curriculum is in need of a complete overhauling, and professor Randolph Edmonds[1] has recently suggested a new type of college, the *co-operative college,* which will emphasize in addition to what we now know as the fundamental subjects, the three C's—co-operation, culture, and creativeness. These penetrating criticisms may all be well and good, for it seems obvious that college education is not adequately fitting students to live fully and completely in a complex social order, but this writer is of the opinion that the all important place of the teacher in the achievement of the desired ends of education has been too little emphasized. Encouraged by accrediting agencies, college officials have been wont to refer with gusto to the number of teachers on their faculties holding the M.A. and Ph.D. degrees as though in themselves these degrees were adequate yardsticks by which to measure teaching efficiency. This is not as it should be, for no single force in the whole business of progressive, practical, functioning education overshadows, or at least should overshadow, that of the teacher with positive qualities beyond those of academic degrees. Dean George Works of the University of Chicago, in a recent speech[2] before a group of Negro Land-Grant College Presidents, insisted that the most important duty of a college president is that of selecting his teaching personnel.

Broad Scholarship

Mark Hopkins' conception of a college as "a student on one end of a log and a teacher on the other" may help to clarify our thinking on the significant rôle of the teacher in the scheme of formal education. Especially must the Negro teacher be a "full man" in lieu of the social and economic position of Negroes in American society. No argument is needed to prove that he should have a reasonably complete command of the subject he teaches; he should, however, know considerably more. The holder of the coveted doctor's degree, for example (and I am not talking against Ph.D.'s, mind you) may be a person of broad scholarship; on the other hand, his concentration on the knowledge necessary to advance knowledge may have led him to study more and more about less and less at the expense of a wealth of useful knowledge (perhaps not academic at all) necessary for the successful direction of his students. Or to put it another way, it does not follow that the holder of the Ph.D. will be a successful teacher; he may not be; he may not even be suited for or interested in the work of teaching at all.

When a Negro teacher of Geology, let us say, comes before his class, he must realize that his students will not live by Geology alone, that the student's mastery of Geology is not an ultimate end itself, but that Geology must be so presented and so integrated as to facilitate achievement of the ends of education which are, or should be, the ends of life as the students must live it.

Perhaps nothing has stood more directly in the way of the achievement of a "unity of objective" in our teaching than our high degree of specialization and departmentalization. Some of our "specialists" go so far as to boast of their ignorance of and lack of interest in the work of other departments. English teachers are concerned almost exclusively with English, French teachers with French, Biology teachers with Biology, and so on through the list. Each fears the danger of getting off the "holy ground" of his particular fields of specialization even to ascertain what the other is doing or attempting to do. Added to this is the stress upon departmentalization in our colleges about which often develops a sophisticated "me and mine" attitude, a determination on the part of each to worship its own gods without admitting others into the congregation. Such an attitude, of course, further complicates the possibility of the student's securing in college a broad, liberal education. This writer believes with professor Reid E. Jackson[3] that

> College teachers should not teach courses. They should be specialists in their particular fields who join hands with specialists in other fields to guide the activities of the pupil in his endeavor to solve his life problems and thereby achieve unity in experience.

Progressive education aims at the development not alone of the mind, but of the whole personality.

Interest in Negro Problems

Does the Negro teacher have a deep, abiding interest in the problems relating to the folk of color? Is he willing to join hands with the Negro lowest down, the so-called "forgotten man"? Some answer these questions

[1]Randolph Edmonds, "Out-of-Date Colleges," *The Crisis*, November, 1938, p. 362.

[2]Address delivered by Dean George Works of the University of Chicago before the annual meeting of Negro Land-Grant College Presidents in Chicago, November 14, 15, 16, 1938.

[3]Reid E. Jackson, "Integrating Schools and College Subjects," *The National Educational Outlook among Negroes*, January, 1939, p. 8.

in the negative. They maintain that all too many of our race teachers harbor an attitude of aloofness; obsessed with the intricies of the subjects they teach and with the maintenance of life and limb, they have developed but a superficial or theoretical interest in the great rank and file of black folk, regarding them more or less as a group to be analyzed, sympathized with, and lectured about. Nevertheless, the problems of Negroes are essentially the same; the group will rise or fall together. No longer must we make the mistake of judging our progress by the high place attained by a few Negroes. They represent the exception; not the rule. For of a truth, no Negro can be free in any correct sense of the word so long as his brother is a slave. President David D. Jones of Bennett College thinks of the position of the Negro teacher as an exalted one:

> If the status of the teacher in general is one of high privilege, how much greater is the opportunity and responsibility of teachers of groups who are disadvantaged? Because Negro college teachers serve such a group, the way of life for them becomes almost an adventure—for not only must they work to understand, appreciate, and pass on the customs and beliefs of the cultural climate in which they and their students live, but they must of necessity seek to integrate their students into the culture of the country and must work to remove the barriers which their disciples face.[4]

From behind his desk, then, out from the birdcage of his academic existence, the teacher, regardless of what or where he teaches, must see Negro life steadily and as a whole. All the while he will remember that, all things being equal, the manifestation of his own interest in the theories he propounds will beget like interest on the part of his students.

Clear Vision

The story is told of two brick masons working on a wall. When asked what they were doing, one replied that he was building a wall; he saw nothing beyond the mere brick and nortar. The other, however, visualizing the complete structure and its social usefulness, replied that he was building a massive citadel which, when completed, would be a thing of beauty; its high tower would point the way to heaven and its chimes would illuminate the entire country-side. Unlike his co-worker, he was a man of vision; he saw beyond the immediate task of laying one brick on another. So, also, must the Negro teacher be a person of vision in view of the economic and social status of the black man in American society. Nor should courage and optimism be lacking. It is pretty difficult to conceive of an effective teacher of the youth who himself has lost faith in the coming of a better day for his people. Success, not unlike failure, passes through the mental stage; it is fancied, visualized, and felt.

Again the Negro teacher should subscribe to a "way out." Religious devotion to some plan of race development, of race emancipation, if you please, adds life and zest to teaching. Of Kelly Miller it is said that he never dismissed his class in mathematics but that somehow, directly or indirectly, he got around to the problems facing his people, to race pride and to race cooperation. Indeed, the master pedagogues of the race—John Hope, Benjamin Brawley, Samuel Archer, Joseph C. Price, and the others, teaching by inspiration as by information, by example as by precept, have been men of faith and industry; each caught a vision of what some day the people of the race might be.

Today Negroes by and large are poor; they are unskilled; they are unorganized, and, unfortunately enough, there is no *one recognized leader* to whom they may look. We have suffered heavy losses in houses and farms, our fraternal organizations have fallen through, and as a group, our economic status has grown and still grows more and more uncertain. Our minority group techniques want for co-operation.

Among the leaders who must of necessity chart the way to better things is the Negro teacher. In spite of the current emphasis on our educational systems and philosophies, our buildings and endowments, the teacher with broad scholarship, with profound interest in the problems incident to his people and with clear vision is, and, this writer believes, will long remain the "moving force" in the educational process. To be a teacher of Negro youth in these increasingly troublesome times is a high and sacred calling. The teacher must be a person of integrity and high purpose. He must not betray his trust. He must not desert his people.

[4]David D. Jones, "The Faculty Member as a Cultural Force in the Negro Liberal Arts College," *The National Educational Outlook Among Negroes*, May, 1939, pp. 13-14.

CIVIL SERVICE EXAMINATION ANNOUNCED

THE UNITED States Civil Service Commission has announced an examination for the position of Junior Graduate Nurse, $1,620 a year, in the U. S. Public Health Service, and the Veterans' Administration. Because of the demand for qualified eligibles applications will be accepted at the Commission's Washington office until further notice. High school study and completion of a specified training course in a recognized nursing school are required, except that applications may be accepted under certain conditions from persons now in attendance in their final year of training. Applicants must not have passed their 35th birthday.

Full information regarding the examination, and application forms, may be obtained from the office of the U. S. Civil Service Commission, Seventh and F Streets, N. W., Washington, D. C.

Science Instruction Changes in Reevaluating Science Objectives

W. H. BROWN

Teacher of Sciences, Atlanta University Laboratory High School, Atlanta, Ga.

A GREAT many science teaching procedures that seemed highly acceptable in the past are now judged inadequate or not sensible in certain situations. Reevaluation of science objectives changed the objectives very little but uncovered false assumptions which regulated certain teaching procedures that characterize traditional teaching. The assumption that factual information acquired in situations that were not functional could be used in functional situations by any pupil memorizing these facts probably minimized the effectiveness of science teaching more than any other assumption. The removal of this block in science instruction at the Atlanta University Laboratory school has definitely released our pupils at points where their learning has been blocked and has made science work seem interesting in, or even an aversion to, science. Our purpose in science is still concerned with providing for our pupils experiences which will encourage reflective thinking and improve the pupil's ability to meet life situations intelligently. We have been and still are making changes in class routine as well as in the science curriculum in order to realize this purpose.

Interesting Problems Selected

There are a great many problem situations in science and relatively few principles that are applied over and over again in various situations. Yet a principle, though equally true in entirely different situations, is not sensible unless it is associated with some real situation. Because of differences in experiences, science problems that are interesting to teachers are not always interesting to pupils. In order to react intelligently to a science situation one has to understand the principles involved, but a previous experience in an identical situation is not necessary. In order to insure an understanding of a principle, there is no reason for having all pupils go through identical experiences without regard for their interest in these experiences, and no reason for expecting every pupil to learn a handpicked group of science principles since one principle has no more absolute importance than another. This line of reasoning has led us to encourage each science pupil to attack problems that seem interesting to him and whose worthwhileness he can justify.

ROWENA BELL PLAYING HER HOME-MADE INSTRUMENT

Single Textbook Abandoned

This decision caused us to discover certain limitations of textbooks. Science textbooks had never been very adequate science readers but we had long attempted to use them as such. Most pupils used the index to select the particular paragraphs containing the information that fitted the situation which they were trying to interpret. This use of a textbook is very much like the use one makes of a dictionary of facts. The pupil, however, needs additional science reading sources which will broaden his view of the scope of science. We decided, on this basis, to adopt no particular science textbook but to have a great many different textbooks in a classroom library along with science fiction, magazines, technical science books and pamphlets of the kind which are circulated by various organizations and industries and which contain a variety of science information, and a carefully selected list of interesting science readings was added to the general school library. During the first year that this reading program was inaugurated, a study of the library circulation records indicated a threefold increase in science circulation.

The reading program also created a new classroom situation which enabled the science teachers to help pupils with individual reading problems during the class period and to supervise other classroom activities at the same time. Teachers were better able to help pupils discover challenging interests which motivated effective planning of purposeful work covering long periods of time and requiring very little direction from teachers after its initiation.

Pupils Design Apparatus

If science pupils are to learn to plan an experiment that will test an hypothesis that they have formulated, very little standard demonstration apparatus will be needed. Few high school pupils will be technical scientists but all of them will live in a world of activities with science implications. New science situations will be met in environments which do not afford standard scientific apparatus and the pupil will have to make use of ordinary devices in testing his hypotheses in life situations. It seems reasonable to suppose that most of his science work in high school ought to be concerned with learning to use ordinary devices in investigations. A pupil is apt to miss the point in an experiment if the manipulation of a complicated piece of apparatus claims all of his attention. We encourage a pupil to design apparatus to suit the investigation claiming his attention. If his plans call for apparatus like that in our laboratory we show him the apparatus and give him the opportunity to decide whether it will serve his purpose.

Pupils Happier and More Interested

Our present classroom procedure seems to provide more opportunities for observing and improving pupil behavior. Noise and disorder are no longer the same, talking is distinguished from chattering and natural movement about the room is distinguished from "visiting." In functional situations resulting from free movement about the room, there are more opportunities for teaching regard for the rights of other people than in situations where pupils sit in a row throughout a period practically isolated from other pupils. Both teacher and pupil seem happy and discipline is rarely a problem of classroom procedure. These changes probably indicate a change in our evaluation of pupil behavior rather than a change in our conception of good behavior.

Evaluation of progress is in terms of the increase in the pupil's ability to use the scientific method, to live together effectively and to gain certain factual information from his experiences. The testing or evaluation period is longer and more intricate than the old testing program where factual information alone was considered, but the results are much more gratifying. Symbol grades which attempt to tell how much abstract factual information (in comparison with other pupils) a pupil is able to give back to the teacher have no place since we have no particular group of topics that are used from year to year or which are required of all pupils alike. During a single year different pupils in the same class may work on different parts of class problems involving the learning of a variety of principles. We have found a letter describing the work habits, developing interests, personality traits as well as progress in factual learning to be much more informative both to parents and pupils than symbol grades, and the efforts of the teacher to write an adequate description involving the strength and weakness of pupils are exceedingly fruitful in making the pupil become to the teacher a person whose satisfactory progress is helped or hindered by more or less discoverable factors.

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Major Health Problems of the Negro

PAUL B. CORNELY

Acting Director, University Health Service,
Howard University, Washington, D. C.

The general death rate of the Negro in the United States at the present time is approximately 70 per cent higher than that of white individuals. Along with this higher general death rate, one also finds that the average span of life for this group is approximately 8 to 10 years lower than that of white persons; in other words, a white baby born today may expect to live to the age of 60, while a Negro baby can only expect a life span of 50 years. It is interesting to note also that since 1920, Negro males between 20 and 50 years of age have suffered a loss in expectation of life of more than three years at every age. The high general mortality and low expectation of life is due to the high death rate from certain specific disease, and therefore, it is well for us to discuss certain of these diseases.

Prevalent Diseases

Tuberculosis is still an important problem in the Negro group. For the United States as a whole, tuberculosis mortality is two to three times higher than that of whites. This varies, however, for different communities and for different age groups. In Washington, the disparity is six to one; in Baltimore and Detroit, it is five to one. However, the most stunning and tragic fact is that between the ages of 10 to 14 the mortality among Negro boys and girls is eight to ten times higher than that of white boys and girls of the same ages.

Secondly, the problem of venereal diseases is another important factor. The Surgeon-General of the United States Public Health Service has stated that approximately six times as many Negroes suffer from syphilitic infection as do whites. This has been substantiated by surveys of population groups which have shown that the percentage of colored individuals giving a positive reaction to the Wasserman, which is a blood test for syphilis, varies all the way from 9 per cent in Albemarle County, Virginia, to 30 per cent in Macon County, Alabama.

Incidentally this disproportion is also seen in the college groups. A recent study by Ennes, of the United States Public Health Service, shows that whereas the number of positive blood tests was two per 1,000 among

white college students, the figure for Negro students was 25. Thus, here is another problem that must be attacked.

The third important item is that of maternal and infant mortality. More than a quarter million Negro infants are born each year in the United States, and almost two-thirds of these see the light of day in rural areas in the Southern states. Of all the Negro live-births in 1935, more than half were attended at delivery by mid-wives, and only 43 per cent were attended by physicians. What is of greater import, however, is the fact that in the rural districts of the South, approximately 30,000 or 80 per cent of the Negro births were attended by mid-wives. This accounts to a great extent for the high mortality rate found among Negro women at childbirth and in infants under one year of age. Here, again, the inequality for these conditions is about two to one. The three or four aforementioned factors are certainly the most important problems which the Negro has to face today. However, in addition to these, there are others.

There is, for instance, the crippling effects of heart disease, malaria, hook-worm, malnutrition, the problems of pneumonia and cancer, and many other conditions which ravage and devitalize the Negro population. What, then, are the causes for these differences between the mortality rates of Negroes and whites?

Causes of High Mortality

In our opinion, this may be discussed under the following three headings:

(1) The lack of medical and health services for the Negro; (2) The low socio-economic level of the Negro; (3) The lack of health education.

Let us discuss the first. There is need for more medical facilities for Negroes, particularly in the South. There are only about 500 Negroes employed as Public Health Nurses, of whom about 200 are employed in the South. There is need for more hospitals. There is approximately one hospital bed for every 110 whites as compared to one for every 1,000 Negroes. In the State of Mississippi, for example, there are over 8,000 beds for the whites as compared to less than 100 beds for a population of over one million Negroes. This lack of hospital facilities is also seen in the number of beds available for the care of Negroes suffering from tuberculosis. It is estimated that approximately 14,000 Negroes die yearly from tuberculosis in the South, and yet there are only about 1,200 beds for the care of this group. Certainly, the standard promulgated by the American Public Health Association of one bed for every death is far from achievement.

The socio-economic level also plays an important part. The oft repeated statement that "The Negro is the last to be hired and the first to be fired," finds expression in the high mortalities and morbidities from tuberculosis, venereal diseases, maternal and infants' deaths and many others.

Finally, the lack of health education is an important factor in this whole picture. Large sections of our population are still superstitious in matters of health. The use of "goose fat" for colds, the asafoetida bags for communicable diseases, the metal wires around wrists for rheumatism, the use of "peach-tree" leaves for fevers, the brewing of spider-web tea for pregnant women, the great faith in herb and patent medicines, such Konjola and Black Draught and many others attest to the need of more health education in our group. This health education must begin in kindergartens, must permeate all the classes in high school, must flourish luxuriantly in the colleges, and certainly must be ever present in the general population.

It is only through these weapons that a certain measure of success can be guaranteed for the improvement of the health of the Negro, and certainly much of this burden must fall upon the shoulders of the band of teachers who are doing so much to raise the level of education.

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GLEANINGS FROM THE PRESSES OF THE NATION

"Approximately 40,000 young Negro men and women are attending college in the United States, as against 1,643 students from their ranks in 1915."—*Christian Science Monitor*, Boston, Mass.

"First day enrollment figures represent an increase of 203 over the opening day a year ago, mostly due to a rise of nearly 1,000 in the colored schools' registration."—*The Evening Star*, Washington, D. C.

"The old Poro College building has been selected for a Negro law school to be maintained at state expense. The building was leased by the board of curators of Lincoln University, state-maintained Negro college at Jefferson City."—*Star-Times*, St. Louis, Mo.

"This year's entering class at the University of Maryland Law School will have in it the third Negro in the school's history. The student is William B. Murphy, of Baltimore."—*The Sun*, Baltimore, Md.

"It is not unnatural that the colored citizens of Augusta have expressed their disappointment over the action of the Board of Education, which, in line with its program of retrenchment, found it necessary to discontinue the tenth grade of the Augustus R. Johnson High School, the only school in this county which offers Negro students work above the elementary grades . . . . More than fifty communities in Georgia, most of them smaller than Richmond county, provide four-year public high schools for Negroes, and it is a source of regret that we do not have one in this county." Editorial in *The Chronicle*, Augusta, Ga.

"The new law school at the North Carolina College for Negroes will open with professors from Duke and the University of North Carolina heading the staff of instructors."—*Herald-Sun*, Durham, N. C.

"The Governor and Council of State has allotted an additional $37,531 for higher education for Negroes, bringing to $91,530 the total of such allotments made this summer for this school year."—*News and Observer*, Raleigh, N. C.

New Farmers of America in Convention

THE FIFTH National Convention of New Farmers of America convened at Bordentown, New Jersey, from August 6th through the 9th. There were about 1,000 members, teachers and friends attending the four-day session. The first meeting took place at Tuskegee Institute, Alabama, in 1935 and since that time the membership has grown to 53,000. Only bona fide Vocational Agricultural students and former pupils are qualified for membership.

The high lights of the convention were: The annual judging contest which was won by the farm boys from Arkansas. Washington Virgil of Georgia was high scoring individual. The quartette singing contest was won by the singers from Acola, Florida. William Hopkins from Eastover, South Carolina, won the national public speaking contest. His subject was "Do We Want To Be Farmers?" The Tennessee State Association won first place for making the highest score in all convention activities. The meeting was presided over by National President Lester Albert of Delray Beach, Florida. Guest speakers were Walter White, Secretary of the National Association for the Advancement of Colored People; Miss Francis L. Murphy of the *Afro-American,* Baltimore, Maryland; Claude A. Barnett, Director of the Associated Negro Press, Chicago; Dr. John C. Wright, U. S. Assistant Commissioner in charge of Vocational Education, Washington, D. C. W. R. Valentine, Principal of the Manual Training School, Bordentown, New Jersey, presented the prizes. Mrs. Charles F. Milner, daughter of the late Dr. H. O. Sargent, presented a plaque given by her family in honor of Dr. Sargent, who for 19 years was in charge of Negro Vocational Agriculture.

The newly elected officers are Jethro Hill, President, Arkansas; J. W. Smith, Texas, Ferdinand Holmes, Tennessee, and Johnson Maner, South Carolina, Vice Presidents; Clinton Woodard, Louisiana, Secretary; Isaac N. Coggs, Oklahoma, Treasurer; Clinton Cunningham, Alabama, Reporter. The Sixth Annual Convention will be held at Pine Bluff, Arkansas, next August.

The convention closed with several programs at the World's Fair, New York City. At 12:30 the organization broadcast over a nation-wide NBC network. Dr. C. C. Spaulding, President of the North Carolina Mutual Life Insurance Company, Durham, N. C., presented J. W. Smith of Texas a $100.00 check from his company as a prize for being the Ranking Superior Farmer for 1939. The North Carolina N. F. A. Band gave a concert at the Court of Peace and the Snow Hill Institute Band of Alabama (shown below) gave one at the Equitable's Garden of Security.

—S. B. Simmons.
Executive Secretary, New Farmers of America.

Research and the Negro Student

NATHANIEL STEWART
Librarian, Dillard University, New Orleans, La.

Undue glorification of the term "research" has conveyed the impression, at least to the innocent lay mind, that it is a type of super-study. In a large measure, this prevailing concept is responsible for the arbitrary recognition of research as an academic phenomenon confined to the university level. With the continued growth of this concept, we have arrived at a point at which one hesitates to regard as research any study conducted by undergraduates in the liberal arts college. Should thought in this direction become further crystallized, we shall have succeeded in establishing a stratification most injurious to rational educational theory.

That research might well be conducted with merit on the undergraduate level can hardly be denied. However limited and ineffective it might often appear, the fact remains that one might conceive of the possibility of research being carried on at the college level. It is the professional obligation of the alert instructor in the Negro college to encourage such work at every possible point, for a good deal of our intellectual salvation rests with the inspirational power of the college instructor in getting enterprising and challenging students "off to an early start." The curious, investigative mind of the student knows no fine academic distinctions, nor does it concern itself with the thin line which allegedly separates the college from the university. Its fullest development must proceed with the first display of intellectual curiosity, and all barriers must be removed for its proper unfoldment.

Indeed, is not the research assistant of tomorrow but today's undergraduate student two or three years hence? Stripped of its ornamental terminology such as "thesis," "dissertation," "monograph," or "contribution," research is nothing more than a term synonymous with the word "investigation." There is adequate instruction in bibliographic methods and techniques in the lib-

The Surprise Package

MAGDALENE DELORES CLINTON
Secretary-Stenographer, Houston Negro Hospital, Houston, Texas

Place: A quiet village in the suburban area of Missouri.
Time: Spring of the year.
Characters: *John Kennington*—A well-to-do, devout Christian man of 35 years.
Marie Kennington—Thoughtful, ambitious, quiet and unassuming wife of Mr. Kennington, and two years his junior.
Bobbie Louise Kennington—Youthful, 17 year old daughter of the Kenningtons.
Mrs. Willie Lee Van Kessen—A distant relative and inseparable chum of Bobbie Louise. Although 30 years of age, she is still an amazing picture of charm and fragrance.
Grandmother Kennington—Mr. Kennington's mother, 89 years; a very peaceful and useful woman in her old age.

Bobbie Louise is attending Waxton High School, approximately 12 blocks from her home, and is quite charming. She is just about ready to make her debut into society. Knowing this, together with the natural tendencies of adolescent youth, her parents have become alarmed over Bobbie Louise's general behavior to the extent that they worry a great deal. Mrs. Willie Lee Van Kessen, remote cousin of Bobbie Louise, and much older than she, has chosen her for an almost inseparable chum. This fact helps to strengthen the worries of the Kenningtons.

"I am afraid," said Mrs. Kennington, "that Bobbie Louise no longer realizes that she is still very young and must not be solely governed by her fiery notions. What has come over her during this adolescent period? It is true, according to modern psychology, that youth are inclined to be somewhat childish and frivolous at her age, but she is exceptionally so. It is quite annoying to me; I just can't figure it out. She has become so negligent of her school work here of late."

"Yes," said Mr. Kennington in a smooth, yet firm and meaningful tone of voice, "I looked at her report card and became utterly disgusted. Where is she now?" At this moment a quick flash of sudden anger arose within him. Had he been near her at this instant there might have been an unpleasant consequence. "She went over to Willie Lee's," replied Mrs. Kennington, in a tone that expressed sympathy in every vibration, "she went over there as soon as she came from school; said they had some plans to talk over for school." After this conversation Mr. Kennington kept a little closer watch on Bobbie Louise. Quite often when they began looking for her she was found with Willie Lee.

This was about the first of May and in fifteen more days Bobbie Louise's plan must be achieved. She rushed in from school, hastily placed her books on the table and took a bite to eat. "I must hurry," she said to her mother and, seemingly on the same gust of wind which she came, was gone. She realized that she was a little behind with her school work but there was a little secret that she failed to disclose to her mother and father. She knew, too, that she could catch up with her work and still realize the hope she held in view. Only her very closest friends (not over 3 persons) knew of her plan.

With clock-like regularity, the Kenningtons watched the growth of their daughter from day to day, supposing, because of her seemingly wild adolescent characteristics, she had gone far beyond their reach without severe discipline or an unusual degree of force. Could such a thing be possible? Has Bobbie Louise allowed her wild notions to over-power her parental training and intellectual self? It will be remembered that the Kennington family was highly respected and rated highly in the moral world. Such a thing as they had pre-supposed would ruin the family name and drag them to the very feet of degradation forever.

Mrs. Kensington, in a mournful and bewildering sigh utters, "Oh, John, how will we ever counteract the terrible doom that is about to come upon us? I don't understand why I had not noticed this sooner. Something can be done and something *must* be done."

eral arts college today to qualify the industrious undergraduate student to engage in many fields of elementary research, however limited such research might be. The thing of primary importance is the acquisition of the ability to conduct investigation in an organized, scientific manner. The end product is secondary. At this stage of his academic development, we are not at all interested in preparing the student's completed study for the press. Ability to gain a command of the bibliographic resources at hand and to exploit the ore at the bottom of these rich mines is of paramount concern, and the polished final specimen is but incidental. *In short, the vital thing is the approach; perfection will come with experience and trial.* This must ever be the guiding principle in thinking of research on the undergraduate level.

Be it educational research, socio-economic research, or biological research, the fact remains that there is in progress a scientific investigation of a problem, analytical or integrative. Let there be sufficient humility in the academic world to acknowledge this truism, and the wisdom of encouraging and sponsoring such planned research study in the liberal arts college will be amply revealed. No doubt, there are many educators who will testify that the average Negro college student is so deficient in preparation and has so much difficulty in mastering the fundamental college subjects that he is hardly eligible to engage in even the most elementary research. The Negro liberal arts college might well accept this as a challenge.

Research Opportunities

We, who are engaged in the higher education of the Negro, are afforded a wealth of opportunity to plan for effective research programs on the undergraduate level. Prejudicial history and distorted, "convenient" American literature have long since begun to feel the sting of their death blows, and there now are open many vistas to be surveyed and many areas to be investigated. The true significance of the Negro in American life and history will be revealed only as these many and varied objective studies are completed and released for American consumption.

Time was swiftly passing. As the fear of the parents of Bobbie Louise deepens, her own childish heart is bubbling over with joy and anxiety over what is to take place within a few days.

"Willie Lee, I am so happy," said Bobbie Louise. "When shall we disclose our secret to mother and dad? I know they are wondering what is on my mind for I have neglected home so much in the last several months." "I know," said iWllie Lee, "I, too, have been quite unconcerned about the house, but our plan will over-shadow all the discomfort and negligence we have caused, for it will benefit far more than just the immediate family. It is time now for us to show them what we have been doing with our excess time."

Because of a bright idea of Bobbie Louise, fifty little children were soon to have the surprise of a life-time. A colorful affair had been arranged for them. It took many months of planning, working, and jumping about, but it had finally been accomplished. A complete outfit had been made by these two girls for each of the little children. It was the fifth birthday of the Smithers' Orphan Home in this section, and they would celebrate to the delight of their little hearts.

Out in the spacious back yard of Willie Lee's home amid the beautiful garden of flowers, they had uniquely arrayed three chairs covered all over with real flowers, which appeared to be growing on them. These were for grandmother Kennington, Mr. Kennington, and Mrs. Kennington. They were placed where they could get an excellent view of the fifty bright-eyed tots playing games of all sorts about the lawn.

"Oh," said grandmother Kennington, "I would I were a little child again that I might frolic out there with them." As Mr. and Mrs. Kennington sat there watching the unravelling of the idea which had its origin in the mind of what they once called their "wayward child," their eyes became filled with tears. Not tears of sorrow but of joy and thankfulness. Bobbie Louise approached them and said, "What's the matter? Aren't you happy?" Mrs. Kennington replied, "Happy? Indeed so. More than happy. It was thoughtful of you and so kind of Willie Lee to help you put your idea into action. These little tots will ever be thankful for this occasion."

Finally, as she continued talking Bobbie Louise, too, became happy and shed tears of joy. It was then that Mrs. Kennington could no longer restrain her inner sense. She told her of the accusations and false beliefs which she held against her until her secret was disclosed.

When the party was over the children returned to the home. "Thank God," said Mrs. Kennington, "for my loving daughter." "Thank God," said Bobbie Louise, "for a loving mother who stands in the background of it all."

Challenges have come, directly or indirectly, from five particular channels: the National Urban League, the N.A.A.C.P., the Association for the Study of Negro Life and History, the Commission on Interracial Cooperation, and E. O. Knox's annual list of "The Negro as a Subject of University Research" published in the *Journal of Negro Education.* It is the direct obligation of our Negro colleges to indicate to these organizations the means whereby we propose to make available more and better research assistants to carry on their splendid work.

Noteworthy have been the efforts and accomplishments of the National Urban League in its struggle for the improved socio-economic status of the Negro. Yet the problem of limited funds and personnel faces this group as it does so many other organizations. An endless number of problems require investigation, and we must look to Negro college and university youth as the potential personnel to supplement the work of the National Urban League. While the economic salvation of the Negro can never be divorced from his fight for civil and political freedom, there exist, however, many problems which require investigation in the realm of economic behavior, primarily. Housing for the Negro family, opportunities in the new fields of aeronautics and floriculture, the varied independent problems of the Negro in business and industry, the great number of queries arising from the Negro's participation in the labor movement, and a host of other problems await investigation.

The N.A.A.C.P., its spirit ever a torch during the thirty years of its history, places its hope, too, in the ability of the Negro college student. Thorough and incessant investigation of the deprivation of civil liberties, educational discrimination, disenfranchisement, and lynching call for an able corps of research workers. We cannot call upon divine Providence for such assistance, but must consciously and deliberately foster independent research in the Negro liberal arts college, which will then provide the university with proficient graduate research assistants which, in turn, will account for the production of a desired body of investigators to carry on. The availability of white university students interested in such research will not suffice. Actually, there is a need for many a Negro scholar and research assistant motivated with a sincere conviction and burning desire to probe into all spheres which vitally affect his family, his community, his people, and the heritage of future generations of Negro youth.

One has but to mention the Association for the Study of Negro Life and History, or, the Commission on Inter-racial Relations, and there is suggested immediately any number of areas, historical and inter-racial, to be explored. Inter-racial cooperation (Negro-white adjustment), despite its appearance on the scene some twenty years ago, virtually represents virgin territory. No definitive treatise has appeared, no exhaustive bibliography compiled, and no concerted effort has been directed toward the literature of inter-racial cooperation. Somehow, the literature and research dealing with betterment of race relations seems to lapse into a perennial coma. As for the innumerable historical problems to be investigated, who can deny that we must seek, ever so diligently, for some Carter Woodson? He will be found, and perhaps others too, in the Negro liberal arts college of today.

It is significant to examine, finally, the challenge offered by Ellis O. Knox's annual resume of the Negro as a subject of university research. Dr. Knox's article is so well presented that one finds no alternative but to quote his paragraphs verbatim. The geographical distribution of universities sponsoring research indicates that many of the "states within whose border one or more university has sponsored studies incident to the Negro each year since 1933, are California, District of Columbia, Georgia, Illinois, Iowa, Kansas, Louisiana, Michigan, New York, Ohio, Pennsylvania, Tennessee, and Virginia."[1] Evidence is quite clear to indicate that the states in question are usually northern or border states, rather than those in the region most directly concerned with the most acute problems facing the Negro and white. Would that our southern universities, white and Negro, take inventory of their locale! As yet, there appear no encouraging signs.

An interesting disclosure from Dr. Knox's presentation, too, is the racial identity of the authors. There is revealed that "67.11 per cent of the identified authors of masters' theses (incident to the Negro) were Negroes in 1937, and 44.94 per cent in 1938."[2] In establishing comparative data relative to masters' theses for the past year, "eighty-nine were written by Negro and eighty-seven by white authors, with twenty-two unknown as to racial identity."[3] As for doctoral dissertations, it is gleaned that "of the twenty-three doctors' dissertations, four were written by Negroes, and sixteen by white authors . . . . the racial identity of the remaining three authors . . . unknown."[4] In essence, these data disclose a situation not uncomplimentary, but certainly not very encouraging. The most acute observation is made by Dr. Knox, thus:

> "In a former review the writer pointed out that theses and dissertations on topics incident to the Negro, in general "measure up" to the same technical and research standards as theses and dissertations on any other topic, but there is much evidence to show that American universities (inclusive of those primarily for Negroes) have treated subject matter incident to the Negro as so much "mash" for their research mills — an exploitation rather than an exploration of research potentialities."[5]

Encouraging Research

Proficiency at graduate research is not a spontaneous thing, but emerges from a hierarchy of many, varied (perhaps insignificant) investigative attempts during one's undergraduate years. There must exist, of necessity, a period in which one is "primed" or "warmed up" to research study of advanced character. To inquire as to the steps which might be taken to encourage limited research in the liberal arts college would be a most pertinent query. One might suggest the following as some practical procedures: 1) more concentration upon worthy semester reports (term papers) of senior students majoring in a particular department; 2) independent, vital projects pursued by student clubs (particularly the education club or the social studies club), and finally presented as a written report; 3) N.Y.A. projects carried on by students under faculty supervision and guidance; 4) individual and joint studies pursued by members of the honor society of the institution; 5) preparation of papers for regional Negro youth conferences; 6) studies carried on by fraternal organizations; 7) intercollegiate debates and forums; 8) provision for independent field work for students interested in sociology, economics, health, home economics, and education. The peculiar organization of many colleges will determine, in the final analysis, how many and which procedures are most practical.

Who is not familiar with the candidate for a masters degree who, too concerned with the minutiae to select an appropriate subject for his thesis, asked his graduate adviser, "Professor, won't you please suggest a *nice* research topic for me?" On one occasion, the writer was approached by a female graduate student who coquettishly requested that he suggest "a *cute* topic" which might serve as a subject for a graduate thesis! Amateurishness and academic naivete is prevalent in many of our graduate schools, and will continue to be so until the prospective graduate student is "warmed up" and initiated to this whole problem of research and bibliographic methods during his undergraduate career. Else, graduate research will ever appear as a novel instrument in the learning process.

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[1]Knox, Ellis O. The Negro as a Subject of University Research in 1938. *Journal of Negro Education*, v. 8, no. 8, April 1939; p. 201.
[2]Ibid, p. 202.
[3]Ibid.
[4]Ibid.
[5]Ibid, p. 199.

Reflections on the Education of the Negro

K. W. G. DONMA
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THERE ARE many thousands of people engaged in the process of educating the youth of our nation. Not a few of these are concerned with increasing the factual information of a large segment of our national population popularly known as the Negro. The very fact that hard and fast lines of racial distinction are drawn and that these make for classification of the kinds of information to be divulged to this group causes one to wonder if Webster and O'Shea were not looking into the future and visualizing today's efforts when they suggested that:

> "Knowledge does not comprise all that which is contained in the large terms of education.
> The feelings are to be disciplined.
> The passions are to be restrained.
> True and worthy motives are to be inspired.
> A profound religious feeling is to be instilled;
> And pure morality inculcated under all circumstances.
> Of all, character development is the great, if not the sole, aim of education."

Maturity and Common Sense Needed

We must soon come to the place where we realize that age and advanced education are not solely the badge of intellectual maturity. We must know that in the ranks of the well-versed, so-called intelligentsia there are many —too many—who live a life of make-believe and find no real place on the ground where we are all forced to find a niche. In the education of the Negro there should be constantly a desire to set forth ends which can be attained. Realism should be the goal of all education. The youths of any race must know that they cannot live alone. They should be taught that motives should not be confined to the selfish but that one must seek as well the kind of outlets which are described as selfless. There should be an attempt to develop a sense of rationality, a sense of integrity, and a keen feeling for the proprieties of the society within which they live and work. Any concept of education which holds forth mere intellectual attainment devoid of what the sages have called "mother wit" is false, hollow, and traitorous to the group which it purports to serve. Intellectual attainments should be evaluated in terms of the "common sense," discretion, and moral integrity which have been demonstrated rather than in terms of the kind and extent of the degrees which one holds.

More Contributions to Science Needed

One needs not always be concerned with racial ends. Yet there is of necessity a place for the racial motives in all that we strive to do. If one can separate sentiment from fact one will readily admit that the Negro has contributed little in the realm of science. This realization must then be responsible for greater concern for the young Negroes to turn their thoughts and efforts into a field which richly deserves the best that mankind can give to it. We cannot ignore the fact that those of the racial group who have attained position in these fields have been honored not only by black people but also by men of all races. Where there are people who know and appreciate the results of thought there will be places made for those responsible for that thinking. The field of organized knowledge should, therefore, receive the profoundest thought and study; for this knowledge and understanding may well be the factor responsible for the emancipation of the group in the realm of the political, the social and the economic maelstroms of our times.

Unselfish Leaders Needed

We know little of the pioneers of Negro schools. The histories are devoid of much that should be included if racial consciousness is to be a reality. There are reasons for this condition. One needs reflect only a moment on the lack of financial assistance to scholars interested in this work and in an even shorter period one can paint a picture of the inability of the same scholars to collaborate. Funds are lacking because of a lack of interest; and collaboration is not present because of the interest in self and an unwillingness to share honors with others who may more justly deserve them. These handicaps are a serious setback for the race; they stigmatize it as one that lacks a sense of realism—as one that lives with its feet in the clouds of romance without ever touching the earth of hard and cold facts of reality. There is a crying demand for leaders. Any minority group in this day must have men to lead who will think last of personal ends and more and more of the problems of the group of which they are a part. Self-pride and the welfare of the people should demand the utmost in sympathetic cooperation and selfless action. There are pioneers who have unselfishly sacrificed their talents and their all. These men have later come to be revered and honored by all the world. The Negro needs much of this kind of leadership.

Influence of Religion on Education

The Negro's religion with its many doctrines and rituals has been a stumbling block in the path of realism for a group of people who have sorely needed to face facts. One has only to observe how the members of the white race leave their churches on Sunday morning to join again on Monday in the persecution of the black man. Nor is the black man alone the object of the baser action

of the church going Nordic, for "poor white" as well as Negro and Jew are exploited daily by those who give generously to the needs of the church. That some emotional outlet is desirable, we can admit. But that such an escape must become a major concern of a people we cannot agree, nor can we suggest that progress in any direction, toward any worthy and yet earthly goal, is possible for the group which looks to God while man robs him. Exploitation in the church and by church people is not alone at the door of the white man. Perhaps the most vicious is that theft perpetrated by the ministers—the spiritual advisors—of the Negro race. There is indeed a place for the church and its ministers. It should strive to make its people and its institutions honest, impartial, and incorruptible in all dealings. If the church must continue to influence education, it cannot do more than to influence the educators to adopt these as ends in their programs of education.

Since it is an incontestable fact that money and business are vital sinews for any progressive people, the race should foster a program which will be devoid of the spendthrift, of superficiality, timidity, mistrust, and frivolity. It should seek by the elimination of these to command the respect of a civilized world where these things are represented. For ages we have aimed at repression of all our faults; and this, rather than the creation of virtues, has become paramount in our institutions of "higher learning." As a consequence we have developed in these schools a group of intellectually immature inebriates. We cannot place all of the blame upon the students in these schools. One has only to witness the enervated, indifferent, and imprudent efforts of the people, white and black, who are responsible for the education of the Negro. The professors and instructors, who should be wakening interest, inspiring and vitalizing the moral stamina of students, frequently fail in the fulfillment of these moral obligations. Unless we inject in our educational renaissance a positive direction we must expect, and indeed look forward to, a period of greater evils in our intellectual endeavors.

THE TOY SYMPHONY ORCHESTRA OF THE DOUGLASS-SIMMONS SCHOOL

The toy symphony orchestra, which is sometimes called the rhythm band, is becoming more and more popular in the public schools. The rhythm band of this school is composed of second and third grade children who are selected on the basis of rhythm tests. The instruments are of percussion type such as bells, triangles, tambourines, cymbals, rhythm sticks, castanets, and drums.

Unlike the procedure in most rhythm bands, these children actually read the rhythm from orchestrated pieces instead of learning the pieces by rote. Each instrument is represented by a different color on a large chart which is reproduced from the music. Although the orchestra is in its infancy, it has contributed much to the student life of the school.

As an educational project, this toy orchestra is highly valuable. It is developing the power of concentration, since each player must pay close attention to his own part on the chart to make the piece a harmonious whole. It is providing an elementary basis of time consciousness because the children must be able to recognize the time values of the different notes. It is developing a discrimination not only in rhythm, but also in tone colors, balance, and proportion. The children determine whether the piece should be bright, stirring, or quiet, or whether there are places where particular effects may be made. In deciding these factors, their love and appreciation for music is increased. The joy which the children experience in this activity cannot be overlooked.

There has been a marked change in the punctuality, conduct, and academic achievement of these children. It is hoped that the interest and enthusiasm awakened will ripen into a desire to play other instruments, thereby making provision for leisure time activities.

WYNEMA G. OVERTON.

THE "ENSEMBLE" GROUPED FOR THEIR FIRST PHOTOGRAPH.

THE "DRUMETTES" AND THEIR LEADER TEACHER, DOUGLASS-SIMMONS SCHOOL, WASHINGTON, D. C.

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SUGGESTIONS ON THE TEACHING OF HIGH SCHOOL CHEMISTRY

L. L. Woods

Professor of Chemistry, St. Augustine's College, Raleigh, N. C.

We instructors in the colleges work daily with the product of some high school teacher's technique. Our experiences are naturally varied, as are the individual experiences of our students in their pre-college training. The years of handling freshmen have crystallized in our minds some suggestions, which if taken, will make the job of many a college instructor more fruitful.

We have come to the conclusion that the well-taught high school chemistry course should have three primary objectives. Each is of equal importance.

1. To stimulate and sustain student interest; 2. To present a panoramic view of the science and its part in modern life; 3. To present in a coherent and accurate manner the fundamental principles of chemistry.

Stimulate Interest

Interest in teaching chemistry may be stimulated in many ways, but the best way is for the teacher to exhibit a vigorous enthusiasm for his science. Enthusiasm is contagious. The student interest in chemistry will increase in direct proportion with instructor's interest.

To sustain the spirit of inquiry, difficult principles should be taught with simple illustrations and devices. All too often the teacher loses himself in a maze of explanation—hence misleading the student. A common example of this type of difficulty is encountered in the Gas Laws (Boyle's and Charles'). If the teacher knows no method of explaining such laws or principles that he can rely on not to confuse the issue, he should simply require that the principle be memorized along with the formula for its application. It is better to be didactic if we cannot be lucid.

The balancing of equations is another bugaboo which if improperly taught leads to unsuspected harm. However, a recent article by A. L. Jacobs, "On the Balancing of Chemical Equations," *Journal of Chemical Education*—15: 75 (1938), explains most admirably a new device for the teaching of this principle.

Laboratory work in elementary chemistry can be a most powerful stimulant to student interest when, and if, it is properly taught. The laboratory method is the true Socratic method of teaching. However, if the school laboratory is indifferently equipped and the budget skimpy, it is best to delete student experimentation entirely in favor of a well-planned system of demonstration experiments. This method too has its draw-backs; for it is more difficult to find a teacher who is a good demonstrationist than a good lecturer.

We might give one admonition at this juncture which we think, if kept in mind, will help in the success of the average teacher in a demonstration program and that is: *never attempt to demonstrate an experiment that you have not tried out beforehand.*

Panoramic View

High school chemistry should be panoramic in its scope. One of the essential aims of the secondary school is to teach about the world in which we live. It is our opinion that chemistry students in high school do not read enough for pleasure. This also applies to a great

"How Do I Rate?"

We as individuals rate each other daily. Some of us rate our fellow man silently to ourselves; while others rate him verbally or by script. Wouldn't this world be a much finer place and wouldn't everyone be much happier, if each person would just try to rate himself?

Dear Reader, ask yourself this question: "How Do I Rate?" Where? In the Home! In the Church! In the School! In the Community! In the World! Here is a plan by which to rate yourself.

Score yourself ten (10 for each question to which you can honestly answer "Yes."

1. Can I always be depended upon to do what I say I shall do?
2. Do I go out of my way cheerfully in order to help others?
3. Am I careful not to exaggerate?
4. Do I resist the temptation to be sarcastic?
5. Do I refrain from "showing off" how much I know?
6. Am I able to keep from feeling superior to most of my associates?
7. Do I refrain from reprimanding people who do things that displease me?
8. Do I refrain from trying to dominate others?
9. Am I careful never to make fun of others to their backs?
10. Do I refrain from bossing others?

Rate yourself! Did you make 100 percent? If not, I hope that you made a high score.

Here is another little check on yourself. Do as you did before. Score yourself ten (10) for each question to which yon can answer "Yes."

1. Am I loyal to my home, Church, school, relatives, friends, and employer?
2. Do I possess adaptability? (In other words, can I adjust myself to changes that may come?)
3. Am I honest to myself and others?
4. Do I possess will power? (Do I have the will power to do right in spite of others?)
5. Do I possess leadership ability? (Can I lead in improving my home, Church, school, club, fraternity, et cetera?)
6. Am I able to concentrate? (Do I have a steady or grasshopper mind? Can I stick to a task until I complete it?)
7. Am I ambitious?
8. Do I possess self-control at all times?
9. Am I good-natured?
10. Do I have polite manners at all times?

Rate yourself again! Have you been successful?

W. S. Maize.

Acting Dean, State Teachers College, Fayetteville, N. C.

many college students in beginning chemistry. Most of the school libraries contain periodicals which treat science in a popular style such as, *Scientific American* and *Science Leaflet*. The student should be encouraged to read such magazines to expand his concept as to how much modern civilization depends upon chemistry. This means that chemistry in high school should be taught with some regard for cultural values. Many worthwhile leaflets, ideas, and listings of scientific radio programs may be obtained from the U. S. Office of Education, Washington, D. C.

We are personally acquainted with two authors of well known college chemistry texts, and they both agree that one of our greatest weaknesses in teaching chemistry at the secondary level is the tendency to teach simple definitions although they are not quite correct.

Simplicity should never take precedence over accuracy in a science. There is absolutely no sense in teaching definitions in high school that the student will have to forget and learn again, differently, in college. *Never Teach an Erroneously or Poorly Stated Principle.*

An example of an erroneous statement might be illustrated here in a definition for oxidation taken from a popular high school text — "A chemical action in which a substance unites with oxygen is called oxidation." We can disprove the validity of this statement by merely pointing out that when chlorine unites with hydrogen the hydrogen is oxidized.

The average chemistry teacher usually does not have sufficient time nor money to keep up with the new innovations by further formal study or by participating in professional meetings. So, for the instructor of this group, may we make a further recommendation that he purchase for his own improvement these reprints. 1. E. H. Huntress, *Chemical Anniversaries as a Teaching Tool,* 40 cents. 2. B. S. Hopkins & Others, *Outline of Essentials for a Year of High School Chemistry,* 15 cents. (Both may be obtained from *Journal of Chemical Education,* 20th and Northhampton Streets, Easton, Pa.)

There are other articles of interest which may be of assistance and which we recommend. 1. A. Silverman, *The Prerequisite and Collateral Value of Chemistry, Journal of Chemical Education,* 12, 422 (1935.) 2. M. A. Ewing, *What's in a Name? Journal of Chemical Education,* 15, 123, (1938). 3. L. S. Foster & Others, *Report of New England Association of Chemistry Teachers' Committee on College Entrance Examinations. Journal of Chemical Education,* 16, 46 (1939).

We sincerely hope that our few remarks assist, even in a small way, in helping some teacher do a better job of a very difficult task—the teaching of High School Chemistry.

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A Problem in Vocational Guidance

JOSEPH SANDY HIMES, JR.
Director of Research, Columbus, Ohio, Urban League

ONE OF the most significant characteristics of the present decade is the shrinkage of vocational opportunities for young people. This has done two things. First, it has developed what is commonly known as the youth problem. Second, it has thrown into bold relief the failure of existing institutions to adjust young people to our changing civilization. For Negro youth the areas of opportunity are narrower and the problems are therefore more acute than for other youth. The character of this problem may be described by placing in relationship four simple facts.

The present paper is a preliminary report of an investigation being conducted among young people in Columbus, Ohio. Information is being secured from youths between 18 and 25 years of age who left school before or upon graduation from high school. In all cases they have not yet been able to continue their education. It is recognized that the figures presented are too small to warrant sweeping generalizations. They are merely illustrative of observations forced upon the writer by a wide experience with young people.

Occupations of Fathers. The problem of these youths stems from the occupational limitations of parents and the consequent economic handicaps. The majority of the fathers of the 30 youths studied were employed in unskilled or semi-skilled occupations.

TABLE I.

OCCUPATIONS OF FATHERS OF 30 NEGRO YOUTHS

Occupation	Number
Total	30
Professional	2
Supervisory	2
Skilled	9
Unskilled	11
Occupation not reported	6

Economic insecurity and inadequate income in many instances force children to leave school early and preclude collegiate or professional training. Furthermore, parents engaged in unskilled and domestic service occupations often wish their children to escape from occupations which involve low pay and imply inferior social status.

Vocational Training in High School. Vocational training in high school is limited as regards both amount and variety. The 30 youths questioned had received training in four areas only.

TABLE II.

VOCATIONAL TRAINING OF 30 NEGRO YOUTHS

Occupation	Number
Total	30
Household Arts	11
Commercial Subjects	6
Manual Arts	3
Beauty Culture*	1
Fine Arts	1
No Vocational Training	8

*Received outside Public School.

One or two of these vocational areas, namely, household arts and commercial subjects have immediately marketable value. A quarter of the youths interviewed had had no vocational training in high school and the others failed to continue their training after leaving regular school, although such training is available. Training provided by high schools does not appear at present to be adjusted to the needs of modern industry and business.

Work Experiences. Work experiences of our youths are significantly unrelated to vocational training received in school and resemble the occupational limitations facing their parents. Half the 30 youths investigated had been employed in domestic service.

TABLE III.

WORK EXPERIENCES OF 30 NEGRO YOUTHS

Occupation	Number
Total	30
Managerial	1
Semi-Professional	1
Clerical	3
Skilled	2
Semi and Unskilled	3
Domestic Service	15
No Experience	5

Restriction of opportunities, vocational training which is inadequate in both kind and degree, and the immediate need of jobs, account in large measure for this situation. The slight skills developed in high school deteriorate through disuse and the youths become discouraged and disillusioned. This aggravates the problem.

Vocational Preferences. Vocational preferences of these youths complete the description of the problem. With only rare exceptions all 30 of the youths contacted named professional and technical occupations as their choice for a vocation.

TABLE IV.

VOCATIONAL PREFERENCES OF 30 NEGRO YOUTHS
FIRST CHOICE

Occupation	Number
Total	30
Professional	16
Semi-Professional	6
Clerical	3
Technical	2
Business	1
No Preference	2

Second choices do not differ significantly from first choices.

TABLE V.

VOCATIONAL PREFERENCES OF 30 NEGRO YOUTHS
SECOND CHOICE

Occupation	Number
Total	30
Professional	14
Semi-Professional	6
Clerical	4
No Preference	6

These answers indicate the gulf between economic limitations, vocational training received, work experiences and opportunities, and vocational wishes. These youths wish to enter professional, semi-professional and technical vocations which require long, costly training and imply high social status and steady income. While no attempt is here made to disparage these ambitions, their futility, in view of existing limitations, is obvious. Youths having such ambitions and faced with such limitations will become maladjusted at many points in their lives.

The problem involved here is clearly one of vocational guidance. It seems to root primarily in the lag between tradition as represented in both the content of the vocational curriculum and the attitudes of parents who wish their children to escape the limitations they have faced on the one hand, and the demands of advancing industrial and business systems on the other. A program to meet this problem with any degree of success must focus on at least two fundamental objectives. First, it must describe to these youths the ever increasing variety of new vocations possible to them without costly and well nigh impossible training. Second, it must direct them to the resources and facilities for training which the community provides. Fortunately, a number of organizations in Columbus, Ohio—social agencies, clubs, fraternities and sororities—have taken up the task of meeting this need.

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Whatever makes men good Christians, makes them good citizens.—DANIEL WEBSTER

The American Teachers Association in Convention

H. COUNCILL TRENHOLM
Executive Secretary

THE AMERICAN Teachers Association held its 36th annual meeting at Atlantic City, New Jersey, July 25-28, 1939, and set up its plans for a constructive year during 1939-40.

The theme of the Atlantic City meeting was "The Role of the School in the Development of Character." President Carrington L. Davis arranged an appealing program with an array of forceful and thoughtful speakers. Among those making contributions to the general sessions were Mr. William N. Jones of the *Afro-American,* Prof. B. F. Bullock of Atlanta University, President H. Council Trenholm of the State Teachers College of Alabama, President Robert P. Daniel of Shaw University, Mr. James A. ("Billboard") Jackson of the Standard Oil Company, Mrs. Willa Carter Burch of the Public Schools of the District of Columbia, Director T. Arnold Hill of the National Urban League, Attorney Leon A. Ransom of the faculty of Howard University, Mr. A. Phillip Randolph, International President of the Brotherhood of Sleeping Car Porters; Mr. Joseph H. B. Evans, special adviser of Negro Affairs of the Farm Security Administration; Dr. Ambrose Suhrie of New York University; and Dr. Channing H. Tobais of the International Committee Y.M.C.A. The interesting panel on Friday morning brought in as participants Dr. Howard Hale Long of the District of Columbia, Dr. Roscoe C. Brown of the United States Public Health Service, Mrs. Irene Hypps of the Public Schools of the District of Columbia, Rev. Chelton Hale Bishop of St. Phillips Church of New York City, and Mr. R. O'Hara Lanier of the National Youth Administration. The program was aptly characterized as having present a wide diversity of professional personalities within the ranks of the Negro race who had professional interests and responsibilities in the area of character development.

The program was planned so as to provide for four evening general sessions and three morning general sessions with the afternoons reserved on Wednesday and Thursday for the rather appealing sectional meetings. The opening meeting on Tuesday night was more of a general courtesy character with one highlight being the unique poetic welcome given for the Mayor of Atlantic City by Mr. Norman Reid, manager of Station WPG. Mr. A. S. Chenoweth, superintendent of schools of Atlantic City, delivered personally his greeting to the Association. Dr. F. D. Patterson of Tuskegee Institute made the response.

Several significant steps were taken in the business sessions. By mutual consent, the NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES was not continued for 1939-40 as the official organ to be received by members on the payment of their membership fee to the Association. The Board of Trustees authorized the Executive Secretary to accept for 1939-40 $1.00 as the individual annual membership fee of the Association. At his request, the resignation of Mr. Wm. W. Sanders as executive secretary (for the past ten years since 1929) was accepted and President H. Councill Trenholm of the State Teachers College at Montgomery, Alabama, was elected to serve for the year at a salary of $1.00 per year. Proposals were made to articulate more closely with the state associations. Plans were formulated to resume, on some kind of basis, the *Bulletin* which had previously been published as the official organ of the Association. A provision of a contribution of ten cents from each membership to the N.A.A.C.P., in support of its legal efforts in behalf of equitable educational opportunities for colored students, was continued for the year of 1939-40. A special committee on the welfare of the Association held a series of helpful conferences with representatives from the various states and received many suggestions respecting the ways in which the Association might be more effectively promoted in the respective states. A significant pronouncement on education in relation to the Negro was approved through the adoption of the report of the Committee on Resolutions of which Dr. John W. Davis of West Virginia was chairman.

Returned to office without contest were Mr. Carrington L. Davis of Baltimore as president, Miss Mary L. Williams of Charleston (president of the West Virginia State Teachers Association) as general vice president, Dr. Howard Hale Long of Washington as treasurer and Dr. J. S. Clark of Louisiana as chairman of the Trustee Board. Chosen as regional vice presidents were Mr. George Long of New Orleans, Mrs. Lucy Harth Smith of Lexington, Kentucky, Mr. N. W. Griffin of Jacksonville, Mr. O. L. Thomas of Prairie View, Mr. William M. Cooper of Hampton Institute and Mrs. Enolia McMillan of Baltimore. Dr. F. D. Patterson of Tuskegee Institute and Mr. T. Arnold Gregory of Atlantic City were elected to membership on the Executive Committee.

EDUCATIONAL NEWS AND EVENTS

Survey Launched

A 2-year study of college and university education for Negroes is being conducted by the U. S. Office of Education. The director, Fred J. Kelly, Chief of the Higher Education Division, and the associate director, Ambrose Caliver, Specialist in the Education of Negroes, are being assisted in formulating the purposes of and procedures for the study by an advisory committee composed of leaders in the field of education and the social sciences. The survey seeks to assemble important social, economic, and educational information that can be used as a basis for determining the needs for higher education for Negroes in the various sections of the country.

Teacher-Pupil Inquiry

A teacher-pupil inquiry into the interests, needs and problems of young people of secondary school age, is being undertaken by the newly-formed Advisory Committee on the Study of Supplementary Reading with headquarters at Room 900, 95 Vanderbilt Avenue, New York, N. Y. The inquiry concerns itself with ascertaining the factors which are important to consider in the problem of supplying more interesting and vital publications for youth.

Intercultural Education

Teachers faced with the necessity of definite action within the schools to counteract the rising tide of intolerance, should be interested in the work of the Service Bureau for Intercultural Education, 300 Fourth Avenue, New York City. It offers a positive curricular approach to the problem of intergroup prejudice, expert service where friction threatens, and practical aids for the classroom teacher, based on fifteen years' study and experimentation. Publication lists and other information may be secured from their New York office.

American Education Week 1939

The 1939 American Education Week observance will be held November 6-11, 1939. "Education for the American Way of Life" is the general theme. As in previous years the National Education Association has prepared materials to assist schools in planning for this observance including colorful posters, leaflets, stickers, and packets containing special folders for the different school levels prepared by field committees in various sections of the United States. Useful alike to the classroom teacher, principal, superintendent, or American Education Week committee. Early planning will help you make your observance most effective. For complete information, write to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.

Southern Workman Discontinued

Publication of *The Southern Workman* by Hampton Institute was discontinued with the July 1939 issue. This was necessitated as a part of a serious retrenchment program undertaken by Hampton because of curtailed income for annual operating expenses according to the President. The magazine was founded in 1872 and has enjoyed 67 years of useful service in the interests of Negroes. The work of its editor, Dr. Isaac Fisher is worthy of commendation. Negro publications mourn the loss of a pioneer member of their family.

Negro Migration

A recently published report by the Division of Research of the Work Projects Administration is *Rural Migration in the United States,* prepared under the direction of H. B. Myers. It includes materials about Negro migration from rural districts—about one in every nine migrants is a Negro—and discloses the poor economic conditions in those areas as a cause of this movement.

School Building Program

A report by W. J. Trent, Jr., Adviser on Negro Affairs, Public Works Administration, reveals that approximately 116,000 Negro children have returned to schools this fall that have been either erected or improved during the past four years through the aid of PWA grants and loans.

Low-Rent Housing Projects

Thirty-five low-rent housing projects for predominantly Negro occupancy are now under construction in 33 cities in the program of the United States Housing Authority. These new projects, as pointed out by Robert C. Weaver, Special Assistant to the Administrator of the USHA, will provide homes for 12,807 low-income families and also are creating employment for Negro building trades workers and other persons.

National Observance of Book Week

The Library Service Division of the U. S. Office of Education urges school and library participation in special Book Week activities and programs, November 12-18. It has been pointed out that there are still more than 42,000,000 persons in the United States without library service, and also that about 900 counties do not have a single public library.

High Schools and Sex Education

The United States Public Health Service has announced the publication of *High School and Sex Educa-*

tion, by Benjamin C. Gruenberg and J. L. Kaukonen. This manual marks the first step in a program of sex education being developed in close collaboration with educators. The book will sell for 35 cents or less.

Serving Negro Youth

A recent statement of the service the National Youth Administration is rendering Negro youth has been issued by its Division of Negro Affairs. Some items from that statement indicate that last year $520,420 went directly to Negro students within the NYA College and Graduate Aid Program; in March 1939, about 28,500 Negro youth were employed on NYA work projects; there are 60 resident centers for Negro youth where they are taught farming and industrial techniques, as well as home management; junior placement services have been established in 142 cities.

NBC Public Service Features

Dr. Edward Howard Griggs, one of the country's most distinguished and popular lecturers, returned to the Red Network of the National Broadcasting Company on October 6 in a new series of broadcasts known as the "Torch of Progress." In these broadcasts, to be heard each Friday from 6:00 to 6:15 p.m. EST, Dr. Griggs will retrace the march of civilization from primitive times to the present. Other programs to be heard over the NBC Red Network include: "On Your Job," a vocational guidance program broadcast each Sunday from 1:30-2:00 p.m.; and the "Bright Ideas Club," a hobby program for children with children participating, 10:30-11:00 each Saturday.

College Activities

■ Following a week of orientation, the school year at Bennett College was begun on September 20. The varied activities and offerings point to a successful school year.

■ While teaching is still the popular choice of the 130 entering first year college students, the large numbers that formerly selected this field are fast dwindling, statistics compiled at Morehouse College reveal. Only 14 per cent of the class choose teaching. Other large choices in their order were: medicine, business and the ministry.

■ Among the studies made during the past school year by the Research Bureau of Wiley College, directed by Dr. O. C. Cox were: *The Mortality of College Students in Texas Institutions,* with special reference to Negro schools, by Mildred D. Wilbun; and *The Operations of Provisions for Negro Graduate Education in the U. S. and Prospects for a New System,* by O. C. Cox. The bureau is compiling data on the enrollment trends of summer schools with the particular aim of ascertaining some idea of the motivating influences actuating the interest of in-service teachers in attending college.

■ The 1939-1940 session of Arkansas State College began September 18. Twenty-six new persons have been appointed to the faculty.

■ Activities of the 73rd session of St. Augustine's College began September 26. New appointments to the faculty include, Ivan E. Taylor, professor of English; John Hope Franklin, professor of history; and Earl H. McClenney, professor of education.

■ Faculty changes for the 1939-40 session of Clark University include the addition of four new members, the return of Professors A. A. McPheeters, B. H. Nelson, and Booker T. Griffith from leaves of absence, and leaves of absence for the present year for Dean J. P. Brawley, and Professors J. J. Dennis and Richard A. Schermerhorn.

EDITORIAL COMMENT

(*Continued from page* 2)

THE A. T. A.

THE ARRANGEMENT between the NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES and the American Teachers Association, effected last year, whereby the OUTLOOK served as the official organ of the ATA, has been discontinued to the mutual satisfaction of both parties. The OUTLOOK wishes the ATA success in its efforts to build a strong professional organization. There is much need for such an organization among the Negro teachers of this country. The objectives of *thinking, working* and *feeling* effectively, discussed above, cannot be achieved by individual teachers working alone. They require a positive program, carried out by cooperative, professional action. Continued complacency and indifference on the part of administrators toward the professional development of Negro teachers as a group is not only shortsighted, but is suicidal. The advancement of individual teachers, in the long run, is dependent on the strength and advancement of the profession as a whole.

Whatever are the faults of the ATA, they cannot be corrected by standing aloof and remaining outside the organization. If it is lack of leadership, lack of program, sectionalism, jealousy, selfishness, or any one of several other faults that might be named, it is your organization; and it behooves the teachers to get behind it and make it an instrument of service to the profession. The spirit of sacrifice shown by President H. Councill Trenholm, who has assumed the secretaryship without salary in order to put the Association on its feet, should be emulated by every teacher of Negro youth. The new secretary is to be commended for this expression of interest, and the OUTLOOK hopes that in his thankless task he will have the cooperation and support of all. In supporting the Association you help yourself.

MAGAZINE ARTICLE DIGESTS

NEGRO EDUCATION

Highly important is the 8th Yearbook Number, July, of **The Journal of Negro Education.** The purpose of this issue "is to present a comprehensive and critical definition of the present position of the Negro in the American social order." The volume defines the present status of the Negro in the various aspects of American life, with an evaluation of the changes made, and indicates what position the Negro might be expected to occupy in the immediate future (1950).

The 28th Annual Education Number, August, of **The Crisis,** presents again a valuable compendium of materials on *The American Negro in College—1938-39.*

Incorporated in the July issue of **The Quarterly Review of Higher Education Among Negroes,** are the Proceedings of the Fourth Annual Conference of the Association of Social Science Teachers in Negro Colleges; the Proceedings of the Third Annual Meeting of the Teachers of English in Negro Colleges; and a Report of the Fourth Annual Conference of the Southern Association of Dramatic and Speech Arts.

In the September issue of **The English Journal,** Robert J. Cadigan writes about *The Drama and Social Problems.* In the content material in the article is a section dealing with "Understanding the Negro" which includes plays written about the Negro.

Two articles of interest and value appearing in recent issues of **Education** are: *Ypsilanti's Negro Community Guidance Counselor,* by George H. Bennett, in the June issue, which describes the work of the young counselor in an area filled with under-privileged people; and, *The Improvement of Principals in Service,* by Virginia State College's Education Professor Preston C. Johnson, in the issue for September.

The way in which a community, Raleigh, N. C., solved the problem of obtaining library facilities for its Negro residents is interestingly told in the article *Securing a Branch Library,* by Millie Huston Lee in the September issue of **Opportunity.** The library, named for Richard B. Harrison, "is one of the few independent Negro public libraries in the country."

"According to available studies, few institutions for Negroes have organized guidance programs," states Ambrose Caliver in the article *Problems of Vocational Guidance of Negroes,* appearing in the July number of **School Life.** The article discusses many of these problems, and includes seven suggested solutions which are both sound and valuable to those who are interested in making vocational guidance for Negroes more of a reality.

ACTIVITIES

The fall season marks the beginning of a rush for activities programs. Some help can be secured from the following articles:

In **School Activities** for September, H. G. Enterline gives information about the *Activities Director in the Small High School,* and lists these "principles to be observed in formulating an activities program in the small high school: 1. Avoid haste and impatience. . . . 2. Establish a point of contact with some club or organization that is now functioning within the school. . . . 3. Concentrate promotional educative efforts upon the lower classes. 4. Secure a functioning organization first. . . . 5. Make provisions for amendments. . . . 6. Carry on a program that is adroitly instilled by the administration —but never directly."

Valuable assistance is given in the September issue of **Childhood Education** to those preparing for festivals during the coming months. The theme of that issue is "Making Festivals," and it is replete with suggestions and a bibliography of helpful materials.

Aid in handling the sometimes ticklish problem of Co-recreation is given in the September and October issues of **Recreation,** in which you will find many articles on the subject. The issue for October also contains valuable suggestions for Hallowe'en parties.

MUSIC

"It is our objective in the music appreciation work in the general music classes in junior high school, to give the child such musical experience as will function in life's situations and to provide him with as a rich a cultural environment as is possible." This statement by Nina B. Coye, in the article *Music Appreciation in the Junior High School,* appearing in the September issue of the **Music Educators Journal,** introduces a sound analysis of the importance of achieving such an objective.

A high standard of professional qualities and abilities, teaching skills, and, personal qualities and abilities are listed by Fowler Smith as *Qualifications of the Successful Teacher of Public School Music,* in his guest editorial in the **Educational Music Magazine** for September-October. "In short," states Mr. Smith, "we need teachers who are emotionally stable, intelligent, talented musicians who love music, people and teaching, who have a knowledge of teaching skills and who by their sincerity are able to cause children to approach music with respect and to interpret it as an art."

GENERAL EDUCATION

"One of the big responsibilities of the teacher is that of making good citizens as well as good students. Nothing gives a teacher a greater feeling of satisfaction than the knowledge that he has helped some unfortunate boy or girl to become a happy, useful member of society. Teachers realize more and more that success in this phase of their work is attained by a sympathetic and friendly understanding of the difficulties, the desires, and the needs of the children with whom they work." This significant statement closes the article, *The Classroom Teacher and Juvenile Delinquency,* by Edward E. Keener, in the September issue of **The Elementary School Journal.**

"Positive courses of action" listed by Margaret T. Cussler in the contribution, *Emotional Maturity for Teachers,* in **The Clearing House** for September include: "1. We must relate ourselves satisfactorily to society. . . . 2. We must rid ourselves of certain infantile traits—over-timidity, for instance. . . . 3. We should learn how to be firm without being dogmatic. . . . 4. We must know ourselves as human beings. . . . 5. We must maintain that quality which is our greatest glory as educators, the spirit of inquiry. . . . 6. We must apply this knowledge of ourselves and of our society to our futures."

HOME ECONOMICS

The scheme of having students give demonstration lessons in the Advanced Foods class of the Austin, Minnesota, High School, is described in the September issue of **Practical Home Economics** by Betty Christopherson, in the article, *Teaching Advanced Foods by Demonstration.* Some of the advantages of the method are: "A deeper and more comprehensive study of the subject is possible . . . a greater variety of products can be introduced to the class . . . things that can not be taught by whole class preparation *can* be taught by demonstration . . . through the demonstration the girl learns to *think* and *talk* at the same time . . . talking before a group helps develop poise which many successful business people lack."

Tips to Teachers

(*An annotated listing of free or inexpensive materials readily available to interested persons who should apply to the Superintendent of Documents, Washington, D. C., for all government publications, and directly to the issuing offices for the other materials.*)

GOVERNMENT PUBLICATIONS

● *The Advisory Committee on Education.* Several publications have been recently issued by the Committee. One of the more important is *Special Problems of Negro Education* (25c) by Doxey A. Wilkerson. The purpose of the report is to determine the relative adequacy of public education for the white and Negro population in the 18 States which require complete school segregation on all educational levels; to evaluate the present status of the Negro separate school; and in the light thereof, to suggest measures for making more nearly adequate the public education of Negroes in States which maintain separate schools. The other publications include: *Education in the Forty-Eight States* (30c), by Payson Smith, Frank W. Wright and Associates, which gives consideration to the education of Negroes; *The Land-Grant Colleges* (25c), by George A. Works and Barton Morgan, which includes materials about the land-grant colleges for Negroes; *Research in the United States Office of Education* (20c), by Charles H. Judd; *Educational Service for Indians* (25c), by Lloyd E. Blauch; and *Public Education in the Territories and Outlying Possessions* (35c), by Lloyd E. Blauch, assisted by Charles F. Reid.

● *The United States Office of Education.* Recent releases from this Office include: a leaflet in the "Know Your School" series, *Know Your Modern Elementary School,* by Helen K. Mackintosh (Leaflet No. 52, 5c); *Per Pupil Costs in City Schools, 1937-38,* by Lula Mae Comstock (Pamphlet No. 86, 5c); *Hospital Schools in the United States,* by Clele Lee Mathieson (Bulletin 1938, No. 17, 15c); and two publications of the Local School Units Project, *Principles and Procedures in the Organization of Satisfactory Local School Units,* by Henry F. Alves and Edgar L. Morphet (Bulletin 1938, No. 11, 25c), and *Local School Unit Organization in 10 States,* by Henry F. Alves, Archibald W. Anderson, and John Guy Fowlkes (Bulletin 1938, No. 10, 40c).

● Some of the recent publications issued by the Vocational Division of the Office of Education are: *Discovering Occupational Opportunities for Young Men in Farming,* by J. W. Hatch (Vocational Division Monograph 20, 5c); *Conference Topics for the Retail Grocery Business,* by Kenneth B. Haas and B. Frank Kyker (Vocational Division Bulletin No. 198, 20c); *Farm Forestry,* Organized Teaching Material, by W. A. Ross and W. R. Mattoon (Vocational Division Bulletin No. 196, 15c).

● *United States Department of Agriculture.* Persons engaged in 4-H Club work will find the following pamphlet helpful: *4-H Club Insect Manual,* by M. P. Jones (Miscellaneous Publication No. 318, 10c), and *Short-Time Camps,* A Manual for 4-H Leaders, by Ella Gardner (Miscellaneous Publication No. 346, 15c). Another useful bulletin is *Workers in Subjects Pertaining to Agriculture in Land-Grant Colleges and Experiment Stations, 1938-39,* by Mary A. Agnew, (Miscellaneous

Publication No. 355, 25c), which contains a listing of the workers in land-grant colleges for Negroes.

● *United States Department of Labor, Women's Bureau.* An interesting and important bulletin recently issued by this Department is *Employed Women and Family Support,* by Mary Elizabeth Pidgeon and Margaret Thompson Mettert (Bulletin of the Women's Bureau No. 168, 10c). Included are data concerning Negro women.

OTHER PUBLICATIONS

● *How Schools Can Use Radio,* is the title of an instructive pamphlet issued by the National Broadcasting Company, RCA Building, New York City. It contains some informative articles and a listing of program study aids.

BOOK NOTES AND REVIEWS

Three Generations, by Charles W. Cansler. (Knoxville, Tennessee, Published by the Author. 1939. 167 pp. $1.25.)

Our visitor, taking out his watch, said: "I shall see how gifted he is. Charles, can you give me the 16th power of 2?" I replied: "Yes," and then announced: "the 16th power of 2 is 65,536." "Two seconds by my watch," said the visitor. "And if you will give me a few more seconds," said I, "I shall give you the 32d power of 2," which I did by putting the 16th on the 16th, which resulted in 4,294,967,296. "In five seconds," said our visitor.

This incident occurred in a village school near Maryville, Tennessee, more than fifty years ago, according to Charles W. Cansler, hero of the incident, and author of *Three Generations.*

Professor Cansler fulfilled the promise of that test. The youthful prodigy grew to be a man of many talents. For more than forty years he served as teacher and principal in the public schools of Knoxville. At twenty-one he passed the bar, and while pursuing his profession as a school man found time to practice law. With a keen interest in public affairs, and a broad understanding of social problems, he has remained constantly in the front line of the leaders of movements for community and racial advancement. From time to time he has toured the country, giving public demonstrations of his unusual ability to make mental calculations. And recently he has added another accomplishment to his already distinguished career by writing and publishing the story of the origin and progress of the highly respected Cansler family.

Professor Cansler's family background fitted him for a remarkable career. Back in the troublous 1830's two free Negroes: Rad Gentle, a cobbler, and his friend, William B. Scott, a harness-maker, and their families, moved across the mountains of Western North Carolina into East Tennessee. Both men had expressed an intention of moving on to Ohio, but found conditions favorable for following their respective trades at Knoxville, and settled there. A few years later, Laura Ann, a daughter of William Scott, married Hugh Lawson Cansler (Kantzler) the colored son of Katherine Kantzler, the daughter of Conrad Kantzler, a well-to-do German immigrant. To this couple were born nine children, one of whom was Charles Cansler.

William P. Hastings, a sturdy and alert Quaker, principal of the village school, and himself quick at figures, early discovered young Cansler's faculty for combining numbers and kept him in the spotlight. In discussing the origin of this faculty, Professor Cansler writes: "I do believe that I owe much to a teacher who was wise enough to help me discover whatever talent I possess, and who was helpful enough to assist me in developing it." In this connection, and also in connection with the development of the family, the fact that the mother, Laura Ann Cansler, was a self-sacrificing teacher, with a missionary ardor for the advancement of her race, cannot be overlooked.

After her family had begun to increase and she could no longer teach day school, she conducted Night School, and thus became one of the founders of the adult education movement among Negroes. According to Professor Cansler, she used to say, in describing her experience as a night school teacher: "Those older people are so willing and eager to learn. Though some of them are seventy years of age and more, they crowd in early each night, and want to remain even after the hour for closing school."

Three Generations is written in simple, direct style and everyday English. It is singularly free from racial bias. Here and there it is brightened with anecdotes involving the men and women of all classes with whom the Cansler family has had contact during the past hundred years. There are workable ideas for counsellors and teachers of children and adults, as well as for school administrators, professional and lay leaders of interracial and other movements for social betterment. Is is an interesting and valuable contribution to the growing literature of Negro History and Negro Education.

—James A. Atkins.
Specialist in Negro Education, WPA, Washington, D. C.

An Adventure in Experimental Co-operative Teaching, by Harry W. Greene, Institute, West Virginia. (West Virginia State College, November, 1938, Series 25, No. 6. 36 pp.)

This monograph essays to discuss and evaluate a unique experiment in teacher-education conducted jointly by members of the Department of Education of Ohio State University and West Virginia State College. While the philosophy underlying the program was not discussed *per se,* throughout the report, the basic conceptions of progressive education were in evidence in the method of approach used and the radical departure from the traditional which formed the basis for the reorganization of the teacher-education program.

Perhaps one of the most justifiable indictments which could be hurled at the typical college is that it is generally self-contained and averse to outside influences. Educational evaluation for those institutions is never projected on a comparative basis. The West Virginia program described in this monograph has certainly opened a new boulevard of thought in regard to the possibilities of inter-institutional co-operation.

The salient procedures used in the development of the program according to Professor Greene's exposition were:

1. Holding a conference which purported to orient teachers with respect to the newer viewpoints in education.
2. Securing the services of known authorities from the Ohio State University to offer stimulation and guidance.
3. Holding a second conference for the purpose of attacking the educational problems actually experienced by the in-service teachers.
4. Reorganizing the summer program—a program devoted mostly to the training of in-service teachers —in order that the students could secure expert guidance in studying newer educational concepts.
5. Infusing progressive methods of teacher-education in the regular session.
6. Drafting and trying out a procedure for evaluation.

When it was observed that this adventure in progressive education was also directed toward curriculum revision, the writer looked upon the program with skepticism; especially, since it is true that curriculum revision often smacks of verbalism, lip-service and hasty and meaningless evaluation. But the stability of Professor Greene's educational thinking is exhibited consistently and expertly as these pages are read. Typical of this laudable tendency is the following excerpt taken from the report:

"While it is too early to suggest the sounder educational values that might grow out of this modest program of progressive education—values that reflect themselves in the actual work of the teachers in the field of service—the statement cannot be controverted that the activities of the summer in that connection gave the program a good start and shove on the way to something genuinely educational." (P. 22.)

In the spirit of a modest frontiersman, Professor Greene expressed the view that the reader might question the effectiveness of the program due to the enthusiasm manifested in the report.

This monograph is replete with worthwhile suggestions for those who are engaged in shaping teacher-education programs. While the West Virginia program may not be applied to all situations, the basic principles are sound in theory and practice.

—William H. Martin.
Dean, Dunbar Junior College, Little Rock, Ark.

Tobe, by Stella Gentry Sharpe, with photographs by Charles Farrell. (Chapel Hill, N. C., The University of North Carolina Press, 1939. 121 pp. $1.00.)

The last two years have witnessed the publication of more children's books dealing with Negro life than the preceding two hundred years. This is certainly quantitative progress though one cannot invariably say the same thing as to qualitative progress. It is, therefore, very refreshing to welcome a book which stands qualitatively very high and which does not follow the traditional policy of using dialect—a policy which only increases the language difficulties of Negro children.

Tobe is a book written for early primary grade children and depicts the life of a six-year-old Negro boy named Tobe who is living on a North Carolina farm with his parents, five brothers and two sisters. Unlike such unfamiliar names as Shadrack Meshack Abednego, Princess Lulu Belle Ada Corinne, and others found in many of the recently published children's books, all the characters in this book have names that are real and whose daily life on the farm is full of interesting events. The sixty-two unusually good, full-page photographs of Tobe's varied life on the farm are absorbing in themselves and unique of their kind. Unquestionably, TOBE is the best 1939 children's book dealing with Negro life and deserves the popularity which it seems to be rapidly attaining.

—V. V. Oak.
Wilberforce University, Wilberforce, Ohio.

The Negro Family in the United States, by E. Franklin Frazier. (Chicago, The University of Chicago Press. 1939. 686 pp. $4.00.)

This book by able Howard University's Professor of Sociology, E. Franklin Frazier, represents the results of ten years of thorough and assiduous research. Amply substantiated by personal documents and case histories, the work traces the evolution of the American Negro and his family group from the days of slavery to the present, giving particular attention to the role of the mother in family organization under slavery, the group rôle of the father under freedom, and the problems of children of mixed blood.

Dr. Frazier has given us a study which fills the long neglected need for pertinent materials about Negro family life, and makes for easy but serious reading on so im-

portant a subject. Already accepted as the most important work of its type published in the past 20 years, this book should be read by the layman as well as those who are interested particularly in things sociological. In addition to the documentation of the text material, there are included appendices of selected family-history documents, supplementary statistical tables, and a classified bibliography, which alone are well worth the price of this valuable book.

Red Strangers, a novel by Elspeth Huxley. (New York, Harper and Brothers. 1939. 406 pp. $2.50.)

This unusual novel, which dramatizes the life of a tribe of Africans and their revolutionary impact with the white culture, is fresh from a triumphant reception in England. Elspeth Huxley has a very intimate knowledge of the African scene and life about which she writes. Although born in London, she was brought up in Kenya (British East Africa). In order to gather first-hand material for this story of an African tribe she lived for months in a hut in the middle of one of the native areas.

Four characters stand out in the story, and the pathos, the tragedy, the comic misadventures of their lives are the measure of Mrs. Huxley's achievement in picturing the coming together of two extreme cultural groups. First Waseru, whose whole life was bound round by the observances of his ancestors, whose social standing was determined by the number of goats he owned; then Waseru's elder son, Muthengi, a warrior and leader; Waseru's younger son, Matu, a sorcerer of repute; and finally, Matu's son, Karanja, a youngster caught between two civilizations, who distrusted the beliefs of his fathers yet wore the white man's culture as uncomfortably as he wore the white man's clothes. Of these people Mrs. Huxley writes with sympathy and knowledge and profound understanding in a book memorable for its story and for its truth. Its interest is enhanced by the photographs taken by the author.

Let Me Breathe Thunder, a novel by William Attaway. (New York, Doubleday Doran & Company. 1939. 267 pp. $2.00.)

This first novel by 25 year old, Mississippi born, William Attaway, a novel by a Negro about Whites, discloses a fresh and amazing talent. One finds it hard to believe that a book of such maturity of expression and feeling could come from the pen of one other than a writer with many years of experience and several novels to his credit. Young Attaway gives us the story of Step and Ed, young men drifting with the tides of fortune in the far West. Most of all it is a story of Hi-Boy, a ten year old Mexican boy who brought to Step and Ed a glimpse of unguessed integrities, who gave meaning to their lives. The absorbing interest and reality of this novel commend it to those looking for "a good book to read."

O Canaan, a novel by Waters E. Turpin. (New York, Doubleday Doran & Company. 1939. 311 pp. $2.50.)

Waters E. Turpin, who gave us the oustanding novel "These Low Grounds," comes forward once more with a second book chronicling the great Negro migration of the World War period. The story concerns Joe Benson, Mississippi field hand who abandoned a ruined cotton crop in the bad year of 1916 to lead his family and neighbors aboard a labor train for the north. It pictures a great social movement and its effect on a group of sharply etched characters. Mr. Turpin's novel is of prime human significance on a theme never before approached in American literature. An unforgettable story, told with sweep and power, it is a splendid achievement by a writer whose work is certain to command the interest of critic and book-buyer alike.

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GREETINGS!!

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A Personal Word To Our Subscribers And Readers

Dear Friends:

With the preceding issue The National Educational Outlook Among Negroes began its third year of publication. Most of the hopes and expectations of the publishers have been realized: (1) We have been able to put out a professional magazine of high quality; (2) teachers, administrators, libraries and laymen have been generous in their praise of the journal; (3) the unsolicited articles have constantly increased both in quantity and quality; and (4) our readers say that the contents have grown in richness and variety.

On the basis of this record we are planning to go forward and give our readers a bigger and better magazine this year with no increase in cost to them. Since the discontinuance of the special arrangement with the American Teachers Association, (see editorial note) which we entered into last year, we will be able to make a more direct contact with the masses of Negro teachers, and thus render a larger service.

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EDITORIAL COMMENT

MORAL RE-ARMAMENT

A WORLD PHILOSOPHY

Excerpts from address by Dr. Frank N. D. Buchman

(Reprinted from *Congressional Record*, Oct. 31, 1939)

MORAL RE-ARMAMENT was never more urgently needed than today. It stands for a prejudice-free level of living. It stands for a common denominator of immediate, constructive action for everyone above party, class, race, creed, point of view, or personal advantage. The morally rearmed have learned to live under a crisis-proof, fear-free discipline. They are a panic-proof, single-minded, and intelligent trained force at the disposal of all who put their country before selfish interest.

Moral re-armament will be the focal point for the new national unity where God is the constant and final arbiter in every conflict. This philosophy will become the mainspring of the spirit of the Nation, the magnet that will draw all positive forces together. It will give a new unity to capital and labor, and bring the answer to industrial conflict and unrest. It will give the answer to war in the home and to war in the world. It will train that leadership which is adequate for the gigantic work of reconstruction to rebuild a world on the brink of ruin. As a statesman has said: "What are needed are God-guided personalities to make God-guided nationalities, to make a new world. All other ideas of economic adjustment are too small really to touch the center of the evil."

The chief sin is that we have no adequate philosophy for life. Our conception of living is wrong—easy, soft, protective, indulgent. We need a whole new content and conception of life. The brains, the thinking of the world must have been sabotaged and squandered for a very long time to create such destruction of men and nations. We need a whole new level of thinking about peace. If peace had demanded as much of us as war, war would have been outlawed long ago.

But someone must always make peace. Peace is not an idea. It is people becoming different. You know what it is like at home when there has been a quarrel. You don't just get the idea that peace would be a good thing. Someone pockets his pride and says, "I'm sorry." But must of us want to make peace by repenting of the other fellow's sins. That is how the world would like to do it. The moral re-armament way is to start by being different yourself. Honest apology is the high-road of lasting peace.

The world must declare a moratorium on hate, greed, and fear, personally and nationally. The new peace pact must have as its preamble that all contracting parties, all nations live on the basis of no hate, no fear, no greed. And the necessary prelude to this happier pact is that every individual, in every nation, begins that new quality of living now, and does not postpone it to some future armistice. Then we shall be true patriots. Then there will be law and order in Europe and the world, within your hearts and within the boundary of your Nation. Then we shall be able to say, "Behold how these nations love one another."

Our arts of reconciliation have not kept pace with the arts of war. The art of destruction is beginning to outpace the art of living. Today we have reached the parting of the ways. Civilization, man-controlled, is faced with collapse. The long-endured cycle of moving from crisis to crisis must end. Nations must move beyond crisis to cure. A new world philosophy is needed, a world philosophy capable of creating a new era of constructive relationships between men and nations. A new statesmanship, a new leadership, will ensue from this heightened quality of thinking and living. A nation's first line of defense is the character of her people. As Maurice Browne, the producer of that wartime drama, "Journey's End," so compellingly reminds us, "Never in the known history of mankind has there been such general, clear, and instant need for the application by each one of us to our hourly lives of the four cardinal principles—honesty, purity, selfishness, and love." Here we have the touchstone of moral re-armament.

This world philosophy will emerge as people begin to get their direction from the living God. It will be within the framework of a hate-free, fear-free, greed-free quality of living.

Man today is ready to believe that human wisdom has failed. A situation is growing up in which people will want God to speak to them. They will have nothing else between themselves and desperation, as they read the changing chimerical headlines that no one wants. Men need some adequate voice to interpret and mold events. All our values are slipping, as currencies slipped after the last war. As my friend, the great Oxford philosopher, Dr. Streeter, said, "A race that has grown up intellectually, must grow up morally or perish." Times of crisis reveal the bankruptcy of our thought and action. Then we resort to feverish improvisation and expediency.

We need unitedly to recapture the world once again for a program of sanity and security. Events are focusing for us the only program of sane control—God-control. The only sane people in an insane world are those guided by God. We have not yet tapped the great creative sources in the mind of God. God has a plan, and the combined moral and spiritual forces of the nations can find that philosophy adequate for world crisis.

The Whole Person Goes to College

E. ESTELLE THOMAS
Associate Dean of Women, Hampton Institute, Hampton, Va.

THOUSANDS of students from all over the country have gone to college for the first time. Fortunately or unfortunately, they have taken with them their whole selves—all of their assets, faults, peculiarities, hopes, ambitions and faith in a democratic social order. They have not merely taken one little segment of themselves, they have taken the whole man or the whole woman to college.

College students, of course, have taken their bodies, many of which have been abused or neglected because of various forms of economic pressure. Others possess bodies in excellent conditions. This group simply needs continued wise medical supervision, plenty of good wholesome food, satisfactory living conditions, and sufficient rest—all of which can be found in a well-rounded health program. Along with their bodies, students have taken their minds or intellects; some trained by stimulating and progressive high school teachers, while others have been stunted and crippled by poorly trained or disinterested teachers. In addition to the above constituents of the total person, students have taken their emotions to college. It is to this vital part of human personality that much damage is done. Too little is yet known about the emotional life of individuals. Psychologists know some of the causes of distorted and dissipated emotional reactions and few ways of treating such conditions. It is known that emotional control plays a most important role in the adjustment or lack of adjustment of the individual. Closely related to the emotional side of students, comes the spiritual needs which present themselves to the student.

It is now the job of every college to meet the needs of all problems presented by students. The whole person has gone to college, therefore, the total person must be developed, stimulated, encouraged and guided into a realization of its worth. Students need to be made conscious of their abilities, their inner resources and powers. They want to know how they can best become well intergrated personalities. They are waiting to be guided into the best ways, of learning how to take their places in society. No longer can colleges justify their existence by simply training the mind. All colleges must be ready to give social, vocational, spiritual as well as intellectual guidance in their attempts to build future citizens and leaders.

The guidance or personnel departments on our college campuses; often known as the office of the dean of men, the dean of women, director of personnel, counselor, or adviser; seem best equipped to treat the student as a complete whole. Individual instructors are interested, of course, in the development of the total person but they do not have either the time or special training for this specialized educational job. Effective personnel and guidance officers have some of the following big objectives which help them to understand and see the student as a whole.

They are concerned with selection and admission of student. What kind of high schools are represented? Something of a high school record will give the guidance person a keener insight and intelligent approach to a variety of problems which may present themselves when the student starts his college class room work.

Generally some form of orientation is given students on most campuses. In some instances formal credit courses are given, in other situations a short period at the beginning of the term is devoted to the special problems facing students going to college for the first time. In whatever form presented the main purpose of orientation seems to be that of helping the new student to develop a sense of belonging to the college community. He can get this feeling by being taught some of the facts of college life by upper classmen and faculty members.

Then the matter of social adjustment is certainly an important need. Guidance officers are quick to recognize the effects of some social situation. Social education is just as important as any class room work.

The housing units under the direction of these specialized faculty persons, offer unusual opportunity to see students reacting as whole persons. A good housing program can do an excellent educational job of physical, moral, emotional, social as well as mental development. Teaching students to live in clean, attractive, well-ordered college dormitories is an important and challenging task.

Closely allied with the housing program is the health program. Health education is certainly an important educational objective. High scholarship can not be attained when physical bodies are sick or ill-kept. This is a vital concern of personnel officers.

The religious and spiritual needs of students are real in spite of many who say college students are irreligious and hopeless. Guidance and personnel officers are helping students to see that religion can be a part of every day living.

General and individual counseling offer excellent opportunity to give vocational information. Educational and occupational guidance is effective only when given to individuals facing some specific problem. Counselors and other guidance officers recognize the importance of the individual interview which is an important tool of guidance.

The whole person has gone to college. It should be the sacred duty of every college administrator and teacher to be sure that a well intergrated personality graduates from college.

The Classroom Teacher in the Social Program

MRS. M. M. LATHAM

Dean of Women, St. Augustine's College, Raleigh, N. C.

OUR SCHOOLS and colleges, the churches and all recreational agencies, by virtue of their trained personnel and their experience in dealing with young people, are today faced with a very definite and real challenge, when the youth of our group, both in school and out, are floundering about in an almost vain attempt to find satisfactory, enjoyable, and acceptable leisure time activities. We are living in an age when all kinds of practices, designed primarily to increase the profits of manufacturers and jazz-crazy and sex-mad individuals, have been popularized to the extent that not only have our young people been victimized, but many of the adults themselves, those who should lead and direct play activities into constructive channels, have been rendered incapable of proper leadership.

In almost every institution now, even in correctional institutions, some kind of organized recreational work is being attempted. This is directed sometimes by a staff of trained workers, sometimes by Federal, state, or city recreational supervisors, and sometimes by the volunteer worker. This is surely a step in the right direction; but much more work must be done, much more emphasis must be placed upon prevention of social maladjustment, and many more workers must aid in this program, if we wish to reduce the number of inmates in our correctional institutions and develop a useful citizenry enriched by high standards of living. More well-worked-out social programs could offer much to help this situation.

What Is a Social Program?

Let us for a moment consider what we generally mean when we speak of the term "social program," and some of its aims and objectives, and the principles governing it. This social program, narrowly speaking, consists of those socializing agencies which provide leisure time contacts in which young people engage for pleasure, entertainment, and development in the social amenities. Its immediate objectives should be:

1. To furnish wholesome, enjoyable, and constructive leisure time entertainment for all young people.
2. To furnish a varied social life, which will give as many as possible an opportunity to learn many types of social entertainment.
3. To supply such a variety of social situations that young people will find opportunity to develop social insight.
4. To give young men and women experience in intelligent leadership, good taste, initiative, team work, tact, and the art of living, working, and playing with others.
5. To provide a program which will give satisfactory attention to the health of those participating.
6. To protect the socially maladjusted, and to seek remedial aid for them.

The ultimate objectives should be:

1. To provide in the individual a social consciousness, and interest in others, and a desire to associate with them in work as well as in play, so that, as young men and women of character, who have learned discrimination in social pleasures and practices, they will be cultured and influential leaders in their own homes and communities.
2. To provide a sane attitude toward high standards and ideals in social life.

There are many governing principles one must consider in working out a social program. A few are as follows:

1. No activity which would be called questionable by any large number of parents and patrons should be planned or encouraged.
2. Social activities, except in rare cases, should always be subordinated to curricular work.
3. The whole program should be planned equally for the pleasure and profit of the unsocial, the oversocial, the timid, the sophisticated, the neurotic, etc.
4. It should be varied and comprehensive, and in harmony with the ability of those participating, to enjoy it, and with their need for social development. Thus, above everything else, it should be educative.
5. It should also provide for the training and development in the accepted social amenities, as well as participation in the varied program of activities, so that the young people who participate in the program will be at home in any gathering, and will always practice good taste in all their contacts.

How May the Teacher Participate?

You may be asking yourselves how the classroom teacher may function in such a program, since she is already overworked, and underpaid, and in many cases, little appreciated. Nevertheless, her cooperation here is much needed. It is the teacher to whom students turn naturally for advice and suggestions. It is she who best understands the desires and needs of those whom she teaches daily. Both her technique in teaching, and her example to them as a person possessing the social graces they desire, make her a key person in any program which would aid in their development socially, and morally, as well as educationally. Here is another job for her, the only compensation she may ever receive being the knowledge that she has helped to equip some young people for successful living and working with others. She may be

at an institution where an organized social program is made out for a year or semester in advance. In that case she can show her willingness to help plan and administer such a program. Where there is no special group appointed to take care of this very important matter, she can work as a volunteer and help to perform some of the most important guidance activities for such a program. An individual's behavior, his ideals and attitudes are directly modified, favorably or unfavorably, by each contact with his teacher. He reacts not alone to the teacher herself, but to the teacher's attitude toward him and toward anything in which he is interested. He is continually growing better or worse socially, because of his contacts with his teacher.

Dean Pierce of New York State College says that the social program should go hand in hand with the program of studies. As the academic program should give the student the broadest acquaintance possible with learning, and cultivate enjoyment in its pursuits, and discrimination in the choice of interests and activities in this field, so should the social program, she says, give the broadest acquaintance possible with social activities, and cultivate the ability to enjoy the widest possible variety of relaxations, and to learn discrimination in the choice of pleasures. If the extra-curricular program is to be equally as educative as the curricular program, she continues, then there should be faculty responsibility for the organizing and administering of this program just as in the program of studies.

Thus, because of her close contacts with young people, her knowledge of their individual abilities, interests, etc., and her experience as a leader among them, the classroom teacher can render a valuable service to any community by officially becoming attached to a school, church, or community program of social activities; by boosting programs already organized, but needing more sympathetic cooperation from the outside; by taking the time to suggest, advise, and direct into proper channels the young people who bring their social problems to her; or simply by showing by example how one may enjoy the more abundant life and still hold inviolate the sacred principles of fine womanhood.

Genius hath electric power
Which earth can never tame,
Bright suns may scorch and dark clouds lower,
Its flash is still the same.

—Lydia Maria Child.

TODAY

So here hath been dawning
Another blue day;
Think, wilt thou let it
Slip useless away?

Out of Eternity,
This new day is born;
Into Eternity,
At night, will return.

Behold it aforetime
No eye ever did;
So soon it forever
From all eyes is hid.

Here hath been dawning
Another blue day;
Think, wilt thou let it
Slip useless away?

—Thomas Carlyle.

Stars in the Mud

J. W. HAYWOOD, JR.

Teacher, B. T. Washington Junior High School, Baltimore, Md.

"TELEGRAM, sir," the pleasant freckled face of the messenger looked like the smile of hope to Frederick Hays.

The opened message read: "Can you fill post as high school teacher at once in Brogan?"

Hays, since his graduation for college, had been flooding the country with applications for a teacher's position. At last one of them was about to start Fred's career unwinding along the professional roadway. Could he fill the post! Indeed, he'd overfill it and with winged haste.

Electric and tiptoeing with the vision of a new course of life, Fred crammed clothing and assorted belongings into bags and trunk; telegrammed acceptance; telephoned for a Pullman reservation; and in the company of a gratified family, hurried down through Baltimore's after-theater multitude to board the sleeper for Brogan.

The young adventurer, having reached the September-cloaked hills of Brogan at twilight next day, caught a cab for the town's only colored hotel. There, spending the night, he learned name and address of the principal of the high school.

"Bang, bang, bang!" Hays peered into the building.

"I beg your pardon," Fred yelled above the hammer's metallic bark. "Is this Mr. Daniel Rich, the principal?"

The upraised hammer ceased its sharp punches at the naked nail.

"Yes, yes, I am. Are you the new man whom Superintendent Samuels is sending to us?"

"I'm the man. My name's Frederick Hays; and I'm ready to begin work."

While they gripped hands, Fred noticed that Mr. Rich was his senior by five or six years, was slightly but wirily molded, splotched brown in complexion and inconspicuously normal in other physical traits.

"Well, you see I've already begun. These desks have to be nailed down. School's been running a week now and still the janitor hasn't 'gotten around to it.' We'll have to partition off your room, too. This seems to be a good place," Rich was indicating a section of the middle first floor room in which they were standing.

The section, about two rows of desks in width, looked rather narrow to Hays; but he thought of Mark Hopkins and the log. Anyway, Mr. Rich had not asked his opinion; he rather seemed to be inviting aid.

Hays, sliding from coat and vest, swept his eyes around searchingly. "Is there another hammer, saw, axe around?"

The principal chuckled approbation: "Oh, yes, here we are—nails, hammers, saw, screwdrivers. A fellow in this sort of work has to be jack of many trades." So they wore out the morning and early afternoon in working and in getting acquainted.

On their way to Rich's abode, Hays made a fleeting examination of the school's environment. The wooden building, located on the hip of a hill, seemed to lean weakly against the moldy brick church behind which it stood. The basement of the originally two-storied building had been converted into classrooms of which the newest subdivision was Hays' room. The surrounding yard had been wrinkled by mountain rivulets and robbed of all sod. A slender spiral path led up to the annex that, according to Rich, served as the storehouse for athletic and chemical supplies.

A walk of two blocks brought them to the residence where Hays, accepting the principal's timely invitation to supper, so well liked the bulbous, beaming landlady, Mrs. Ann Washing, and her style of cooking that he followed his host's suggestion and took quarters in the room with him.

The curricula of non-urban schools usually outreach the strength of faculty and facilities. This school was no exception. Accordingly Hays found himself teaching "at" Latin, civics, general science, geometry, hygiene and the state's history! Having just completed a four-year college course in polishing up his diversified ignorance, he was most proficiently "unprepared" to handle this program. However, the sponge-like thirst and hundred-handed hunger of his pupils for the food and drink of learning propelled him toward untiring effort to break the bread of mental life and to make palatable for rustic, simple youngsters this high-brow fare.

Among his pupils were heads of sheepish density, some of average quality, and a minority of genuine gems. It was fascinating to observe one overgrown boy of sixteen years, in the ninth grade, grasp so readily the principles of general science, to see his original interpretations expressed in flawless drawings by hands more accustomed to rougher work. A little "old lady" of eleven years of age, Amanda Jewett, humorless and solemn, was one of the most diligent scholars Hays had ever known. She seemed to be the only one, including the "professor" himself, who was able to garner from the history textbook anything that approached understanding.

Herein lay one of the schoolman's most dismaying tasks to enable very poor readers to comprehend books designed for children of richer experience and educational privilege.

"Mr. Hays, I never *did* like to read." This despairful remark from fat Reginald convinced the mister that the Muse of History would have to be forsaken for a while in order that a taste for reading might be fostered through elementary practice.

Winter sped down from the hilltips with frigid fury. School life became variously hectic. On chill, watery days, the attendance fell off lamentably owing to impassable roads or threadbare clothing. Yet many *did* come through snow and freezing air, dressed in canvas shoes, overalls, "hand-me-downs" ill-fitting; old table cloths, sheets, curtains converted into some sort of nakedness-covering garment.

Students arriving earlier than Hays lit the small oil stove. This article never matched its smoking capacity with virgin heat. On the contrary, it, supported copiously by the coal heater in the adjoining room, always drove children and teachers outdoors whenever the wind was in the heater's funnel.

Another less fumy cause made exit from Hays' room likewise imperative. In the midst of a recitation often would come warning from the pupils: "Look out, Mr. Hays; here it comes!" The solution of grave civic problems, scientific discussion of great weight, the sack of Rome—all were abandoned in that perilous moment. Hays would bound from his desk just in time to escape the water that poured through the ceiling from the girls' room above.

The multiplicate cord of community life, such as stemmed from the school, gradually became familiar to the Baltimorean. He learned that Eva of the ninth grade—a splendid goose—was her mother's rival for the attention of a local pastor, who in turn envied the principal's alleged charm for the dramatics teacher; that Mrs. Cowl's artificial nose seemed to make keeping her husband more difficult; that Oscar, a lad of uncommon language-sense, was being mis-reared by his mother's mother, neither of whom (i. e., mothers) had ever felt the "benefit of clergy" urge; that Elizabeth, covered with red hair, red skin and rolling red speckled fat, had a pulse which even physicians could not detect, that several children brought lunches of bread and hog fat.

Small town teachers take yearly a census among the families of their school population. Frederick Hays saw a seamy, splintery side of life known to him thus far only in reading. He came upon one mildewed mother who wearily told him: "I done had lebbum chilluns, two uv ums daid."

"And the others," Fred interrupted, observing four legless cots in the cabin's only living room, "do they live with you, Madam?"

"Yessuh, they stays here."

In the home of Ruth, the only pupil he had had to punish corporally (there being no legal fence behind which pupils could exercise upon teachers their impishness with impunity), he almost wept.

"We's heard so much about you, pr'fesser," said Ruth's mother as she pulled the tatterdemalion bedclothes up over her ragged gown. "Dis is mah husban', Mr. Pluggy."

"How you, pr'fess'r? Set down, here, suh," he bowed awkwardly and offered Hays the one substantial chair of three.

The limit of their conversation seemed to be personal ailments, whereof it appeared that Mrs. Pluggy was recovering from a still-birth; that Mr. Pluggy, owing to a stump leg and an unreliable heart, found hardly enough energy for any other endeavor than propagation.

In departing, Hays noted the floor surface of alternating board and earth, shadeless paper-stuffed windows, six musty, puny children. . .

The term's last month was chock-full of affairs. At a picnic given by the faculties of county schools, frank, ribald chitchat revealed deep interest in rum and romance. While the women seldom resorted to student companionship, most of the men welcomed the never infrequent advances of sizeable girl pupils.

"Say, how do you like our girls?" was the way Jan Daniels, elementary school principal, had broken the subject to Hays.

"Why, I've met some rather agreeable young women here—" he was replying laconically. Indeed he had. They would agree to almost anything.

"Come on, fellow, I mean *girls*, not *women!* I know those little school gals have been playing for you. Been hearing about you for months," and he looked wisely at Hays' principal. "Ah, yes. Y' can't manage 'em unless you *man* them," was his concluding dictum; for at that point conversation veered into other less muddy channels.

Three weeks later, this same speaker was to tell Fred Hays of his discharge because of accusations brought by one of his girl students' parents.

"Mr. Hays, you oughn't give us no 'signments for tonight. We have Field Day tomorrow."

They were right. Teacher had forgotten. And what a Field Day it turned out to be! Under a melting mid-May sun, pupils, parents, rowdies, friends and teachers gathered upon a dusty terrain.

Hays, glad of this opportunity to meet his pupils' and others' parents, found them genial but embarrassingly worshipful of teachers. Retiring to his landlord's car for cooling shade, he watched the boys vying in foot races. What unbudded talent, what untutored lithesomeness he saw in these boys! They moved like chargers of Reolus; yet their ability was likely to waste as wind on desert dunes.

"Let's sit where Mr. Hays is!" "My, my, but it's hot out there!"

A similar train of exclamations arose from a half dozen young eighth and ninth grade maidens that pushed their way unbidden into the machine beside and behind the young teacher. A particularly forward little miss, a favorite of one of the teachers, sitting next to Hays, had placed her hand with affected carelessness behind his collar. Together they seemed to have conspired to bedevil him in true girlish fashion, giggling, touching, questioning, wise-cracking.

"Mr. Hays, I saw you riding with your girl friend one night last week."

Another bubbled out: "Mr. Hays, he don't *never* dance with none of the girls. Mr. Hays, why don't you dance with us sometimes?" A good question; and there

was a good answer. But Hays suddenly decided to find coolness elsewhere.

The annual Declamation Contest wound up the semester's major program. Though there were five competitors, interest centered chiefly in Everett, eleventh year heart smasher.

"When does Everett makes his speech?" feminine fans breathlessly asked. "Oh, I do hope he wins!"

He did not win. He was superbly beaten by Evelyn Stride whom Hays himself had coached in finding her stride.

"Evelyn," Hays said in proud compliment to her, "your victory is the only solid achievement of my year's work." She was sober-minded enough to understand his meaning and feeling.

The contest was a high spot. It was marvelous to hear, to see, to throb to the highpowered, sincere interpretations of the several participants: "Fred Douglass," "Children Praying," "Lower Your Bucket Where You Are," etc. Rustic youth, leaping over the broken backs of benches heroically for the stars.

For the railroad station Frederick Hays set out, homeward bound. Stars were cupped in the newly washed fibers of the heavens and in the innumerable puddles and pools that broke his path.

As he took that last walk, joy, long awaited, seemed savourless. As he eyed the hills, etched in pearliest half-moon light, in reverie there re-echoed children's voices, spilling in silvern streams of quickening melody "How We Love the Hills."

As he passed the hulking school house, he meditated half aloud: "How many of these bright youngsters are like the puddled stars that lie caught in the mud, stepped upon or jumped over; are they foredoomed to flash in slime and then to dry up unnoted?"

An Educational Exposition at the West Virginia State College

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AN EDUCATIONAL exposition unique and interesting in the annals of educational history, shedded single significance on the celebration of Founders' Day at the West Virginia State College May 1-3, 1939. The exposition was a method of study and a vivid portrayal of important aspects of the current life of the Negro in West Virginia. In other years, conferences to study implications of surveys on basic areas affecting the life of colored people in this State had been held, and with much profit and promise. This new venture, however, to examine and evaluate Negro life created serious attention and provoked genuine interest from the humblest human in the lowest social stratum of the State to the very highest.

The purpose of the exposition was to bring together in an impressive manner and concrete fashion some of the representative aspects of the creative and productive efforts of the Negro in West Virginia, involving his vocational, avocational, and commercial life. More specifically, the exposition set out to find answers to the question: What do Negroes in West Virginia create, produce, and sell, either strictly within the domain of vocational and commercial activities or through purely avocational and leisure time activities, to supplement their incomes? As a consequence, the exposition was designed to be demonstrational, hence educational—a veritable opportunity for real study and purposeful examination, and not just another fair or show to be merely looked at, ephemerally enjoyed, and immediately dismissed. The outcomes, it was thought, would eventuate into something truly educational for those who participated in the enterprise, either directly or indirectly; since much information, inspiration, and stimulation to further activity purposely guided, might accrue to the enterprise as a whole.

Organization

The organization consisted of a steering committee composed for the most part of chairmen and co-chairmen representing sixteen other committees. Policy-making and the execution of policy was the specific function of the steering committee. The chairman of the steering committee was also the general chairman with the duty of general direction, co-ordination, and integration of the activities. Over 300 persons cooperated as committeemen and committeewomen, reaching out from the college campus to every section of the State. The spirit and intelligence that characterized their ability and disposition to cooperate was marvelous to say the least, and the resultant effects amounted to an impressive object lesson in democratic living.

The Results

Exhibits prepared for the exposition included the following materials: Quilts, dresses, crocheting, and various types of needlework; preserved fruits and vegetables; reconditioned furniture; natural and artificial flowers; chickens, pigs, sheep, rabbits, and cows; mining equipment, mechanical creations and inventions; produce—what Negroes make or sell to grocery stores; insurance, business, real estate; home economics, mechanic arts, and agricultural materials, creative work of school children, and art exhibits.

Five of the college's buildings housed the exhibits. The main exhibit hall was the A.B. White Building, the gymnasium of the college. In the Vocational Building were the exhibits of an industrial, technical, and purely mechanical nature. The exhibits in arts and sciences were on display in the science laboratories and the Teacher-Training Building, while the Home Economics Building took care of the materials in household arts.

There were nearly 2,000 exhibits and over 1,500 exhibitors, representing every section of the State. There were also a few exhibitors from Delaware, Ohio, and Virginia. "Certificates of Participation" were awarded to every person who contributed an article for display. This feature of the exposition—the awarding of certificates—proved to be greatly stimulating, and bids fair to become an incentive to creative and productive enterprise on the part of those who took part as well as those who may participate in future expositions.

Careful records disclose that well over 2,000 people, both colored and white, were visitors and participants at the exposition. Representing all important areas of activity in the State, these folk evinced deep satisfaction with the purpose and the results of the project. Both their very favorable comments and frank criticisms were most helpful and constructive.

Among the distinguished visitors who shared the experience was the Governor of West Virginia. The Governor came only to spend a very short time, since the affairs of state on that particular day were more onerous and pressing than usual. But to the great satisfaction of the participants and the exposition officials, the chief of state gave very generously of his time and attention. Warm were his words of comment as sympathetically expressed to his interested listeners as well as the laudatory remarks he made through letters addressed to the President of the college and other promoters of the exposition. In substance the Governor thought that the Educational Exposition was a significant step in the right direction and highly befitting the efforts of a Land-Grant College whose purpose is to serve all the people in our democracy. Space will not permit listing of the names or titles of all

A CORNER OF ONE OF THE EXHIBIT ROOMS OF THE EDUCATIONAL EXPOSITION AT WEST VIRGINIA STATE COLLEGE.

visiting celebrities within the official family of state. Prominent among such persons, however, were the State Superintendent of Free Schools, President of the Board of Control, the State Treasurer, Secretary to the Board of Education, and the President and members of the Negro State Board of Education. There were many other distinguished visitors colored and white who shared the valuable experience.

An Evaluation and a Summary

The worth of the experiment will have to wait on a more critical appraisal by the committee on evaluation. A tentative report of that committee when viewed against the general objective of the exposition, shows that the experiment was unquestionably a real success. Among the findings are the following:

(1) The exposition revealed much that is productive and creative incident to all-round Negro development in West Virginia. (2) It shows that the Negro of the State is learning well how to supplement his all too frequent low income. (3) The artistic ability of the Negro in the State is impressive and inspiring, indicating added evidence that genius will not only shine through black skins, but often within the menace of a depressing economic climate to which black skins are subjected. (4) The exposition taught more effectively than the conventional means of instruction and education. (5) More than any other single instrumentality yet employed, the Educational Exposition served to relate and to link in more definite and significant ways the college and its large community—the State—through mutual understanding, mutual stimulation, and mutual help.

"Education for advantage to the educated, without the growth and respect for a corresponding sense of social duty, is education that fosters the disintegrating process."—Bowman.

Delinquent Youth—What Can Adults Do About It?

HORTENSE S. COCHRANE

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OUR COUNTRY is faced with an alarming situation. Through its juvenile courts each year, there passes an army of children, who have come in conflict with the law. By the hundreds of thousands, they appear before the bars of justice, to answer for their misdeeds and misdemeanors.

Is it not quite clear that something is amiss with a social order which produces misfits and miscreants in such large numbers? Is it not apparent since the burden of responsibility for their training and education rests upon society that it has failed them?

Many girls have come and gone through my hands, in the past year. From them and their stories, I have learned a great deal; but the most important lesson they have had to teach me is one that a large number of our people seem unwilling to learn. That lesson is: that the foundation of our Government and the future of our society rests on, and in, and is inextricably bound up with *our homes.* The *common denominator for all youth's problems, lies in homelessness* in the truest sense of the term.

Beginnings Made in Cradle

"Education should begin in the cradle." In our time, J. Edgar Hoover is credited with the statement that crime begins there. A century ago the cradle was recognized as the place where a great deal of good might begin. Today, and by a man who is certainly in a position to know, it is called the originating point of a tremendous evil. The annual crime bill of this nation amounts to *billions of dollars.* The beginnings of that debt are made in the cradle; *in the home.*

In homes throughout this country, there are cradles in which those bad beginnings are made. Parents are committing blunders and even conscious malice, which can result only in misery for their children and evil for society.

In densely populated communities in this country, with families consisting of fathers and mothers, boys and girls, instead of the peace and happiness which reigns in your homes, we find disharmony and strife. Instead of the training and education your own boys and girls receive, we see these children afflicted with abuse and neglect. Instead of the lessons in sound, religious thinking and right social living which are imparted around your firesides, lessons in crime and training in vice are taught here, either openly or by virtue of neglect.

Into these communities are gathered all the commercialized forms of vicious entertainment. Newsstands reek with filthy literature. Alternate places of business will be drinking joints or licentious pool rooms. The gaily lighted marquees of theaters beckon with vicious or at least questionable bills of entertainment. Profanity and obscenity are loose on the tongues of its citizens.

Schools in these communities, academically, all are of the highest order, but they will give neither time nor thought to the teaching of the heart, or the training of the character. There are churches, but their influence is negligible. Incidentally, the church rarely touches the lives of those who go the way of the juvenile court.

The *delinquents* who populate these areas, *touch* and *affect* the lives of *all* those around them. As a focal point of *infection,* they touch first, their own immediate circles and these, *in turn,* infect others and *so* the social poison spreads throughout the entire state and nation. Multiply the influence of these communities of evil by eight and multiply it again by a hundred and you come to some approximation of how such communities affect our country.

In a recent broadcast over a nation-wide network, an eminent Lutheran minister charged that the average American child, even in Sunday School, receives less training in the Christian religion than the instruction in Communism given the Russian boy and girl.

He cited the charge of educational experts, who assure us that eighty per cent of the nation's youth are not properly trained for the responsibilities of life, and affirmed that ninety per cent of the young people in American churches are not adequately trained in the Bible and religious truths.

Such conditions might exist in an imaginary community. On the contrary these conditions are by no means imaginary. We have the testimony of an eminent clergyman that they are a part of the life of our times. Yes, such conditions do exist. It is a part of every city in the country. And just as it is diffuse, its influence is widespread as though it existed as a real city, to send its ambassadors of crime and vice to every part of our land.

Broken homes, negligent schools, and ineffective churches are known in every American city from ocean to ocean and from Canada to the Gulf. But, while school, church, and community must assuredly bear a great share of the responsibility for the large and growing army of youth offenders, the bulk of it must be laid on the doorstep *of the home.* Long before any of these other agencies have had the slightest opportunity to make an im-

pression on the plastic character, the influence of the home is developing habits of thought and action in the child. The die of its future is cast, in a very important degree, in its very tender years.

Children Are Not "Bad"

There is story after story in my files of girls to indicate the truth of what I have said. Twenty-one years ago, Father Flanagan made a statement which sounded strangely in the ears of police officers, judges, and juvenile court attendants. He said, "There is no such thing as a bad boy." Today, he claims that he has had no occasion to retract or to re-phase that statement. From his experience, he has learned that no boy (and I believe no girl) really wants to be *bad*. He further affirms that where so-called "Badness" exists, some person or persons, some agency or agencies, have failed the child and in a preponderant number of cases, the parents and the home have been the failures.

I have dealt with hundreds of girls. I have had girls who could answer to every charge in the long litany of juvenile offenses. I have had the so-called "bad girl." One and all they have been victims of people or environment *too stupid, lazy, selfish, indifferent, or too utterly vicious to train and educate them properly.* In every instance, a different set of circumstances, a more competent pair of parents, and a more socially conscious community would have spelled the difference between success and failure.

The crying need of the times is for a more socially conscious public spirit. The accent on delinquency should be placed upon prevention as much as on rehabilitation and treatment and less upon punishment. But still more urgently, the situation calls for a more intensive application to their jobs on the part of parents and *all* who deal with youth.

More Time for Leisure

I would not argue for a return to rigorous days and ways of our own parents. The world has moved on at such a rapid pace that new and wider concepts are needed in keeping with the times. Leisure has increased. A more abundant life beckons to youth. Our progress, in certain fields, has been sensational, but our appreciation of the spiritual and social needs has not kept pace.

Life, in the days of our fathers, automatically trained boys and girls in responsibility. The occupation of long periods of time, with tasks necessary to existence, left little time for more than brief recreation. Amusements were few, largely not commercialized, and participation was necessary for the full enjoyment of them. The church was a vital influence in the lives of the people, and the social needs were quite well taken care of by the exigencies of the times.

Emancipation from drudgery has been the award of American ingenuity. The price we have paid for it is the loss of the lessons in cooperation, in responsibility in the joy of working, which our fathers learned from the cradle on. The price we have paid for it is an existence for many a boy and many a girl, in an unhealthy, unwholesome abode.

To efface such conditions, we must begin where it has its source, in the cradle. Parents must awaken to their responsibilities. They must learn how to see their children, not as playthings to be coddled and pampered into social unfitness, but as individuals to be trained, guided and directed by kindness and love to a spiritually minded, socially motivated way of living. The days when life taught these lessons are over. But training and education in the laws of God and men, are no less necessary. The task of giving that training and imparting that education is divinely appointed charge of parents. The earlier children are impressed with these lessons, the more effective it will be.

The school is faced with the difficult task of augmenting the efforts of the parents and even of succeeding where the home fails. Teachers and youth leaders should be challenged with the thought that "The criminals of tomorrow are in your hands today." It is in their power and at least partially their task to fit youth for a useful, normal adjustment to the society in which they must live. The opportunity for character training in the school room is almost limitless. Less than a full utilization of it is failure.

Religion is Necessary

But school, home, and community are all destined to accomplish little without the aid of religion. *Delinquency, crime, and godlessness go hand in hand.* Religion bringing them closer to God, *the ultimate God,* cannot help but make men better.

In a community, the twin aids of religion and education, administered in an atmosphere of kindness and love would work wonders in the lives of those who are potential criminals. Girls have come to us broken in spirit, twisted in view-point, anti-social to an acute degree. They leave us to take their places in the outer world of a supposedly healthy, normal citizenship. What those twin aids will do for our girls and for all children cannot be estimated or evaluated.

The future of our country is in the hands of our youth. Adults shall have no need to fear for the future if we give the proper religious and social training to the fathers and mothers, of the future, now. No motive for good lives can exceed religion and education in their power. Christianity embedded in the lives of fathers and mothers, boys and girls can best inculcate the laws of right and social living. God gave these laws, as He gave all laws, when He taught man the Ten Commandments. The well being of society and of the individuals who compose it depends upon their observance.

Fathers and mothers, teachers and youth leaders, God has given a heart and soul to every boy and girl who is in your care. They are yours to mold and fashion into useful citizenship in this great country. They are yours to prepare for an even more glorious destiny.

Farm Security Administration Photo by Rothstein

GOING FOR WATER, GEE'S BEND, ALABAMA

Extra-Curricular Activities as Laboratories

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"WHAT'S in a name?" asks one of Shakespeare's characters. Then follows the world-famous answer by the interrogator: "That which we call a rose by any other name would smell as sweet." Now this dramatic line undoubtedly contains a great poetic truth; but for all practical purposes it is seriously misleading. There is the implication that words can be changed without difficulty, which, of course, is far from the truth. Words have connotative values which cannot be ignored. They call into being feelings, moods, hates, pleasures, passions, imagery and intellectual activity that even their synonyms cannot educe. Big, large, enormous, vast, and titanic do not mean the same thing precisely. Yes, there is undoubtedly more in a name besides a combination of letters in the alphabet or vowel and consonant sounds. So a rose may be as fragrant under some other designation; but still it would not be a rose.

Now the primary aim here is not to accuse Shakespeare of malapropism; for that would be absurd. This build-up is simply to point to the fact that around the term "extra-curricular" has grown a connotation that does injustice to the subjects so denominated. From somewhere in the historical growth of that phrase has come the implication of unimportance, of being tacked on, and of a relegation to an inferior status. There is too much "boondoggling" in the average conception of the term.

It is only fair to assume that many teachers and educators are sincere when they believe that *extra* means "away from the significant" in their appraisal of athletics, debating, dramatics, musical organizations, Y. M. and Y. W. C.A.'s and campus clubs—the principal activities. But those who hold to this view dogmatically fail to realize that what is significant and what is insignificant is ever a changing verity in the history of education. Once the study of English was thought to be unnecessary. Latin at one time occupied a far more worthy place that it does today. Science has been a respectable member of the University family less than a century. Today the "mental discipline" subjects are being augmented by the arts and other studies to give a broader basis to education.

Modern education looks towards the development of the whole individual. It recognizes the fact that a person is a multi-sided being requiring training in all directions. It considers nothing as really extra; for everything in the learning process counts towards the sum total of the educated individual.

But let us get back to the words *extra-curricular* as a cognomen. If its use has produced a psychological anathema, there is only one thing to do: get another term that will have the desired connotation. The growing use

of the word "activities" with the extra left off is a tendency in that direction. However, I am afraid, in the long run, this will not suffice; for "activities" still suggest doing something without adequate preparation or study. After giving many hours of thinking to terms and phrases, to me, the word *laboratory* seems most appropriate.

Laboratory, thanks to science, seems particularly befitting because it contains overtones of everything respectable so far as intellectual activity is concerned. Webster's dictionary informs us that the word originally meant the workroom of a chemist. Later it was expanded to include any place devoted to experimental study in any branch of the sciences. Now by extension, it has come to mean a place where something is prepared. This latter meaning might easily be applied to a musician's studio, the workshop of a Little Theatre, the craftshop of an artist, or the place for preparation for any of the so-called extra-curricular activities.

A laboratory for the arts and "activities" is not so far fetched that it seems ridiculous. A wider use of the term would counteract the implication of "extra." Still further there appears no good reason for continuing to restrict our images exclusively to microscopes, test tubes, and the sundry paraphernalia of science; for one can observe, analyze, experiment and draw valid conclusions in a theatre workshop as well as in a biology workshop.

The fact that scientific laboratories are restricted largely to students enrolled in the courses, and the "activities" make use of volunteers from the entire student body need not prove an insurmountable stumbling block. It has often occurred to me that science among undergraduates would take on added significance if the professors would invite all and sundry students, as do directors of activities, to interest themselves in a problem and spend their spare time in the laboratory working with their Bunsen burners and slides for a solution. Freed from the necessity of grinding out hackneyed assignments from text books and "lab" manuals, students might conceivably learn a great deal on their own accord by playing Sherlock Holmes to some stray cell or atom tucked away somewhere in the mysterious universe. On the other hand "Activities" could become far more educative if regular hours were provided instead of the catch-as-catch-can method now in use. In short great benefits would result from reciprocity; the scientific laboratories encouraging volunteer workers like "activities"; and the "activities" becoming more and more a scheduled assignment like scientific laboratories.

To sum up: it is my belief that too many derogatory overtones have gathered around the term "extra-curricular" to use the term in describing important educational activity. The designation should, therefore, be discarded in favor of *laboratory* which is a truer description of what the musician, artist, drama teacher, and activity worker attempt to do in their respective fields. And if these assumptions are sound, we hope that more and more activity directors will cease using the word "extra-curricular," and talk of their work and ideals in terms of an experimental laboratory.

"What is fine is rare, partly if not chiefly because there are so few who can stand the self-discipline that fineness requires."

—Bowman.

"Education has to do with the minds and characters of all groups of people within our borders and with the material things which feed and clothe their bodies in their several environments. The higher the education the more intensively, creatively, and comprehensively it must deal with the interactive parts of man, his work and his enjoyment of life, his character, and the social use of his powers."

—Bowman.

The Training of Negro Ministers

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FROM 1924 to 1932, the number of Negroes in theological seminaries decreased considerably. W. A. Daniel found 1,011 students enrolled in fifty-two seminaries in 1924.[1] In 1931-1932, Mays and Nicholson could locate definitely only 731 regular theological students in Negro seminaries.[2] Certainly, many seminaries have ceased to exist since Daniel made his study. Twelve or more had ceased to operate between 1924 and 1931. Eight did not respond to inquiries in 1931-1932 though several letters were written to them. It may not be unwise to assume that twenty of Daniel's fifty-two seminaries had ceased to operate between 1924 and 1932. A recent investigation seems to show that the number of students enrolled in Negro seminaries has slightly increased since 1932. The survey includes the fifty-two seminaries studied by Mr. Daniel in 1923-1924. We sent along with the sheet of inquiry a self-addressed stamped envelope. Follow-up letters were sent to those who did not respond. In this recent study we can definitely account for forty-two of the fifty-two seminaries which Daniel investigated in 1924. Among them are listed every seminary which Negroes consider worthwhile. We received no response from ten. Twenty-seven replied giving their enrollments. Twelve stated definitely that the school no longer exists as a seminary. Some of these give an undergraduate major in religion instead. Three letters were returned by the Post Office authorities stating that no such schools were in operation.

Since the most important and the most widely known Negro seminaries are among the forty-two that can be accounted for, it is fairly safe to say that the number accounted for here is approximately the number of students enrolled in Negro theological seminaries.

The twenty-seven schools reveal an enrollment as of the first semester, 1938-1939, of 758 students taking theological work.[3] The average enrollment of the twenty-seven is higher by five than the average enrollment of the thirty-two in 1932. The latter had 731 enrolled in 1931-1932. It is probably safe to assert here that the number of students enrolled in Negro seminaries has slightly increased since 1932.

There is one aspect of this study that is decidedly encouraging. The number of college graduates in Negro seminaries is rapidly increasing. W. A. Daniel found in his study in 1923-1924 only thirty-eight college graduates among 1,011 students.[4] Less than a decade later, Mays and Nicholson found 85 college graduates among 731—an increase of 200 per cent. It is interesting to note that the School of Religion of Howard University had thirty-nine college graduates enrolled during the first semester of 1938-1939, one more than the number Daniel found among 1,011 theological students in 1923-24 representing fifty-two seminaries. It is a revelation to note that three schools, Howard University School of Religion, Gammon Theological Seminary, and Johnson C. Smith have 95 college graduates enrolled—ten more than were enrolled in thirty-two Negro seminaries in 1931-1932.

In the twenty-seven seminaries referred to above, there are at present (this school year) 162 college graduates, 122 with some college training, 277 high school graduates, and 197 below high school, making the 758 referred to above. Since the 162 college graduates are to be found in the fourteen most representative Negro seminaries, it is safe to conclude that the number of college graduates enrolled in seminaries not heard from is negligible. It is probably correct to say that there are 162 Negro college graduates in Negro seminaries in the United States. This represents slightly more than four times the number Daniel found in 1923-1924, an increase of over 300 per cent; and a figure approaching twice the number Mays and Nicholson found in 1931-32. Thus in 1923-1924, less than 4 per cent of students enrolled in Negro seminaries were college graduates. In 1931-1932 approximately 11 per cent were college graduates; and at present 21 per cent of the students enrolled in Negro seminaries are college graduates.

It is not too much to assert that Negroes enrolled in white seminaries are to be found for the most part in the forty-nine seminaries recognized by the American Association of Theological Schools. Seventeen of the forty-nine have Negro students enrolled with a total Negro enrollment of ninety-two. There are therefore at least 850 Negroes enrolled in all seminaries (Negro and white) in the United States. Of this number, there are at least 254 Negro college graduates preparing for the ministry or some phase of religious work. It is illuminating to note that of the total enrollment of 850 accounted for in this study 254, or approximately 30 per cent, are college graduates and 277, or approximately 35 per cent, are high school graduates.

Since the number of college graduates in seminaries is rapidly increasing, the question naturally arises, what chance has the college trained man to function in the Negro church. The most recent data on this point are six years old. Quoting from that study, we find the following:

[1]Daniel, W. A., *The Education of Negro Ministers* (New York: Institute of Social and Religious Research), p. 51.
[2]Mays & Nicholson, *The Negro's Church* (New York: Institute of Social and Religious Research), p. 55.
[3]Some of these combine college and theological work.
[4]Daniel, W. A. op. cit., p. 51.

"It is frequently argued that the Negro congregations in the main do not wish trained leadership. It is said that the average congregation prefers a high-school or grammar-school man who is more able to give a certain type of preaching, to a more highly trained man who has had college and seminary training. This argument has made some impression upon students of Negro colleges and seminaries. Many of them believe that a college graduate does not have an even chance in the ministry with a man of less training. The findings of this study do not sustain this opinion.

"Of the 590 pastors whose training is recorded, 118, or 20 per cent, have college degrees. All things being equal, it would be fair to assume that in each grouping of churches by size of membership, . . . the college men would be approximately 20 per cent of the total. This is not so. Instead of the college men having 20 per cent of the smallest churches with memberships less than 200, they have less than their share, 12.4 per cent. Less also in the group from 200 to 400—17.0 per cent rather than 20 per cent. From 400 and above, they have more than 20 per cent in every instance save one, the 800 to 1,000 group. The percentage of college men serving churches with memberships between 1,000 and 1,400 doubles the 20 per cent of college men for the entire study. In other words, there are 251 churches with congregations of 400 members and above. Of this number 67, or 26.7 per cent, have college graduates for pastors instead of 20 per cent; or 6.7 per cent more than their share. There are 358 churches with memberships less than 400. Of this number 51, or 14.2 per cent, are under the ministry of college men, 5.8 per cent less than their share. Therefore the college man has more than an even chance of being called to a large church. These facts show that Negro congregations, especially the larger ones, are more in favor of trained leadership than is currently believed."[5]

This fact can also be confirmed by casual observation. Many of the largest and most influential Negro churches in the metropolitan areas of the United States have college and seminary men as pastors. Training is not against the Negro minister. To be sure, if the college and seminary trained man lacks character and religious conviction and if he lacks the ability to preach an effective and convincing gospel, his chance of being called to any church is slight. But if he possesses the qualities implied above, his training will be a decided asset. The writer makes bold to assert that the trained professional worker in the ministry will be more and more in demand in view of the fact that Negro college and high school graduates are increasing at an amazing rate. In the six years between 1932 and 1937 inclusive 12,500 Negroes graduated from college. This is more than three times the number that graduated from college in the eighty-nine years between 1820 and 1909. At present the number of Negro pastors who are graduates of either college or seminary or both range somewhere between 28 and 38 per cent of the total number of Negro pastors. Twenty-five years from today it is not too much to expect that 50 per cent or more of urban Negro pastors will be graduates of either college or seminary or both.

[5]Mays & Nicholson. op. cit., pp. 46-47.

Ankeney Photo

LEARNING TO CAN FRUITS, VEGETABLES AND MEATS IN BOTH GLASS AND TIN

Making jellies and preserves is part of the practical training for prospective County Farm Agents and Instructors in Vocational Agriculture, School of Agriculture, Hampton Institute, Virginia. Miss Alice H. Russell, Associate Professor of Home Economics, is in charge of the class.

EDUCATIONAL NEWS AND EVENTS

MARYLAND TEACHERS WIN PAY FIGHT

Negro teachers in Anne Arundel county, Maryland, must be paid the same salaries as white teachers, it was ruled by Judge W. Calvin Chestnut in the U. S. District Court on November 21. This action results in a victory for the Maryland Teachers Association which has backed the fight, together with the N.A.A.C.P. and other organizations.

RIGHT TO ENTER UNIVERSITY OF KENTUCKY RECOGNIZED

The Governor's Advisory Committee on Negro Education in Kentucky has recognized the legal right of Negroes to take courses at the University of Kentucky not duplicated at the Kentucky State Industrial College, instead of accepting State aid in taking these courses elsewhere. A sub-committee has been appointed to draw up plans for the 1940 General Assembly to provide for the actual difference in cost to Negroes taking higher educational courses in States that admit them, and to determine how advanced courses might be provided them in Kentucky.

TUBERCULOSIS ESSAY CONTEST

Prizes totaling over $200 will be distributed in the Seventh Annual Essay Contest sponsored by the National Tuberculosis Association, 50 West 50th Street, New York City. College students will have a choice of two subjects: "The Role of the Negro College in the Control of Tuberculosis," and "Social Customs and Beliefs Which Complicate the Control of Tuberculosis Among Negroes." The problem assigned to the high school group, "Live and Learn," will necessitate a description of the methods and sources used in the gathering of information concerning tuberculosis. A class project, "My Community—Its Assets and Liabilities in the Control of Tuberculosis," is offered as an alternative subject.

CONSUMER QUIZ

Consumer Quiz, is a monthly consumer education aid published by Consumers Union of the U. S., Inc., 17 Union Square West, New York City. Each issue contains at least two projects for consumer education classes, as well as discussion questions based on Consumers Union **Reports.** Free samples are available on request.

APPOINTED

A. Maceo Smith, Dallas journalist and business man, has been appointed as Racial Relations Adviser for the U. S. Housing Authority in the Southwestern States.

Samuel L. McCoy, a real estate operator, has been appointed resident manager of Sunset Homes, low-rent housing project in Augusta, Georgia. He is the first Negro appointee to manage a U. S. Housing Authority aided project in the South.

Edward Lawson, Managing Editor of *Opportunity*, has been named as consultant of the Public Relation staff of the Bureau of the Census. Mrs. Lois P. Brock, of Denver, Colorado, will serve as his secretarial assistant.

Crystal B. Fauset has resigned from the Pennsylvania State Legislature to accept a position as Assistant State Director of the Education and Recreation Program of the WPA. She will also act as consultant and adviser on all race questions and problems in the WPA program in Pennsylvania.

NEGRO PROGRESS EXPOSITION

Plans are being completed for the 75 Years of Negro Progress Exposition to be held in Detroit, Michigan, during May and June, 1940. Dr. George W. Baber is general chairman, and Eddie Tolan is executive director of the Exposition. It will present an inventory and evaluation of the Negro's achievements, and honor many persons who have helped in the progress of the race.

NEGRO HISTORY WEEK

The 15th celebration of Negro History Week will be held during the week beginning with February 11, 1939. It is sponsored by The Association for the Study of Negro Life and History.

LAND-GRANT COLLEGE CONFERENCE

The 17th annual convention of the Conference of Presidents of Negro Land-Grant Colleges was held at Howard University, Washington, D. C., November 13-15. The theme of the conference was "Adult Education and the Negro Land-Grant Colleges."

ANNUAL NBC-AP HEADLINE SHOW

The ten biggest news stories of 1939 will be recreated in dramatic form over the National Broadcasting Company's Blue Network on Sunday, Dec. 31. "Headlines of 1939," a full-hour program beginning at 2 p.m., EST, will be a cavalcade of the world's most important news developments as selected by the editors of Associated Press.

EDUCATION ABSTRACTS

Attention is here called to **Education Abstracts** which, five times a year, prints 200 abstracts of out-

standing periodicals and book contributions to education. These abstracts are classified and cross-indexed. Each issue carries a section dealing with Negro education. The abstracts are made by specialists in the fields represented. This publication is valuable for its very inclusive digest of important articles relating to education. The executive offices are located at 2034 Ridge Road, Homewood, Illinois.

COLLEGE ACTIVITIES

■ A group of 17 teachers in WPA nursery schools attended a conference of Nursery School workers at Bennett College, November 20-24. "The Nursery School and Family Life" was the theme of the meeting.

■ Courses in philosophy and art have been added to the curriculum at Arkansas State College. Marcus K. Alexander is instructor of philosophy and John M. Howard is instructor of art. Miss Pinkie E. Thrift, Dean of the Division of Home Economics, was the principal speaker at the induction exercises and quarterly program of the John Hope Honor Scholarship Society, November 22.

■ Miss Dorothy Maynor, of Norfolk, Virginia, and a graduate of Hampton Institute, made a triumphant debut as soprano in Town Hall, New York City, November 19, before a house that had been sold out two weeks in advance.

■ A series of forums in the field of international affairs opened at Atlanta University on November 28, and will continue through December 19. The forums are conducted by Dr. Rushton Coulborn, chairman of the University's history department. The 12th annual Atlanta-Morehouse-Spelman Christmas Carol Concert will be held December 15, in Sisters Chapel. Kemper Harreld, director of music in the University system, will be in charge of the evening's program. He will be assisted by Mrs. Naomah Williams Maise, of the Spelman music faculty.

■ The *Wiley Reporter*, student publication at Wiley College, won the James Weldon Johnson trophy, national journalistic award given by Delta Phi Delta Honorary Journalistic Society for the best publication in the magazine division of the 1938-39 contest.

■ The 29th annual session of the 4th District Teachers' Association was held at Jackman High School, Columbia, Ky., on October 20. A very satisfactory meeting was reported to have been had. Mr. R. L. Dowery, principal, and his faculty acted as hosts to the Association headed by its President, A. R. Lasley of Hodgenville, Ky.

MAGAZINE ARTICLE DIGESTS

NEGRO EDUCATION

● "I think that every Negro who lays some claim to education should be as well-informed as he possibly can on things pertaining to his race and should pass the information on to others." This statement is included in the significant article, *Fighting the Inferiority Complex*, by Nannie M. Travis, in the November issue of **The Crisis.**

● Highly important is the address made by Morgan College's President, D. O. W. Holmes, at the dedication of the Savery Library at Talladega College last April. It is published under the title *The Negro Chooses Democracy* in the October issue of **The Journal of Negro Education.** Some of the key statements made by Dr. Holmes include: "It sometimes seems to me that, as a group, we often fail in reaching even an approximate agreement in defining our objective. Do we really want full citizenship rights, or will we be satisfied with a gesture of good will? Shall our leaders say to the majority group that we are entirely satisfied with the segregated civilization now prevalent in America and particularly so in the South? Or shall we insist upon equality under segregation only as a present expediency, constantly pointing out that the Christian solution and the democratic solution of this problem will be reached only with a change in social philosophy, which in time will establish true brotherhood? . . . We must never say that we prefer segregation to freedom, no matter what transient advantages appear. We may have to submit to it, but it must always be under protest . . . because we are weak we must use weapons of logic and morals rather than of force in order to attain unto that which we and all other normal beings desire. Hence we must appeal first to the good will of our powerful neighbor and then to his respect for logic, his reverence for law, and to his fear of being called cowardly for dealing unjustly toward his weaker fellow citizens. We must remember all the time, however, that he is not giving anything away except under the most persistent pressure. We must keep in mind that equality is achieved and not bestowed. We must appeal to the white man's sense of decency by reminding him of the Magna Charta and the Bill of Rights and other revered documents of his own creation, and point out the shame of demanding their benefits for all mankind and then deliberately denying them to twelve million of us in his very midst."

● Required reading for *all* educators is the Fall issue of **Child Study** (now a quarterly) which has as its emphasis, Interpreting the World to Our Children. Particularly valuable are: *What is an American?* by Paul B. Sears, and *Concerning Children's Prejudices,* by Algernon D. Black. This issue also contains an annotated list of *Books of the Year for Children,* selected and grouped by ages by the Children's Book Committee of the Child Study Association.

● The history of the Negro Church and of Negro Education are the emphases of the October and November issues respectively of **The Negro History Bulletin.** Both issues, and particularly the one for November, should be required reading.

● An account of the purpose and scope of a 2-year study of higher education of Negroes is given by Ambrose Caliver in the article *Higher Education of Negroes Survey,* in the December issue of **School Life.**

● *Echoes from the Woodsonian History Club* is the title of a brief, illustrated account of the activities of this Club in the Second Ward High School, Charlotte, N. C., by Alexander Byers, a member of the Senior class, which appears in the November issue of **Student Life.**

● Heartily recommended are the excellent articles included in the November issue of the **Virginia Teachers Bulletin**, official publication of the Virginia State Teachers Association.

● The October-November issue of **The K. N. E. A. Journal**, official organ of the Kentucky Negro Education Association, edited by Atwood S. Wilson, contains an interesting account of the 1939 Annual Proceedings.

● Two magazines worthy of careful reading are: the **Interracial Review**, published monthly by the Catholic Interracial Council; and the **North Georgia Review**, A Magazine of the Southern Regions, edited and published quarterly at Clayton, Ga., by Lillian E. Smith and Paula Snelling. This latter magazine is exceptional both for its liberality and its intellectual and social merits.

EXCEPTIONAL CHILDREN

● Always informative and valuable is the **Journal of Exceptional Children**, in recent issues of which are two articles well worth reading. In the October issue Elizabeth A. Walsh discusses *The Slow Learning Child in Our Public Schools*, and concludes that "The problem of the slow learner presents a challenge which our schools are not adequately meeting. Too long has society overemphasized the superiority of academic achievement, professional careers, and white collar occupations as contrasted with manual and industrial work. There is a need for a revision of our definition of intelligence in order to give proper weight to non-verbal ability and to impress the public with the dignity and value of hard labor." In the November issue is, *A Reading Program for Mentally Retarded Children*, by Samuel A. Kirk. His program is choke-full of helpful suggestions.

● *How to Help the Stutterer,* by Louise Mimms, **The Elementary School Journal** for November, deals with two schools of thought regarding the cure of stuttering—the psychological approach, and the relation of cerebral dominance and stuttering.

● In the November issue of **Hygeia** are two excellent articles: *Rules for Rearing a Runt,* by Marjorie Holmes Mighell, which gives sound advice to parents with undersized children; and *The Nervous Child,* by Herman M. Jahr, who gives a thorough analysis of this affection of many children.

GUIDANCE

● In the article, *Centralizing Responsibility for Guidance,* in the **California Journal of Secondary Education** for October, A. M. Turrell and H. I. Weitzel discuss the advantages of having the counselor and registrar cooperate in the guidance activities in secondary schools.

● Valuable is the contribution by The National Council of the Y.M.C.A., *Professional Opportunities in the Y.M.C.A.,* in the November issue of **Occupations** (in a new format). Among other contributions to that issue is the lively article *The Employment of College Students: Its role in the Educative Process,* by Donald E. Super.

● The October issue of **The Educational Record** includes an article by Vernon Jones, *Guidance—A Challenge and Rallying Point*, which reviews briefly "the most important trends contributing toward the need for educational and vocational guidance in the schools," and "attempts to forecast some of the major directions in which guidance is likely to tend and the emphases which are likely to be subsumed under it."

ENGLISH

"Most creative writing classes are elective and as such draw students who have some little inclination, at least, toward self-expression through writing. Consequently, those who take only the required courses in English are often the inarticulate, especially as far as their appreciations are concerned, and are the very ones who need most the release that creative activity brings. Such work should, I believe, be made a part of the regular English class. This is what we have done in our junior high school department." This statement by Marguerite Malm, in the article, *Creative Writing in the Junior High School,* in **The English Journal** for November, begins an interesting account of her activities as supervisor of student teaching in junior high school English in State Teachers College, Duluth, Minn. Her contribution is both interesting and helpful to teachers of this subject.

PHYSICAL EDUCATION

In the article, *Classroom Teachers in Physical Education*, in the November issue of **The Journal of Health and Physical Education**, Pattric Ruth O'Keefe states

that: "The average classroom teacher with her crowded schedule and crowded rooms throws up her hands in dismay when she is asked to include physical education activities in her daily activity program. But most progressive teachers are open-minded and are willing to hear arguments why they should accept the added responsibility of another subject, and if the physical education teacher is a wise, well informed educator she can prove to the classroom teacher's satisfaction what valuable contributions she can make to the total development of children." The writer gives a valuable discussion of what classroom teachers can accomplish when they add physical education to their program.

GENERAL EDUCATION

● "Reliable research has proved that more teachers fail because they are weak in discipline than for any other single reason," states Malcolm Keck in beginning his article, *Managing Children,* in the October issue of **The Clearing House**. Included in the article is a helpful list of discipline suggestions.

● In the article, *Children Want to Behave,* in **The Journal of The National Education Association,** Harlan L. Hagman discusses the problem of control in the classroom and gives a list of hints for the aid of beginning teachers.

BOOK NOTES AND REVIEWS

Negro Voices, An Anthology of Contemporary Verse, edited by Beatrice M. Murphy. Illustrations by Clifton Thompson Hill. (New York, Henry Harrison, 1938. 173 pp. $1.50.)

In this anthology, Miss Murphy seeks to supply the first significant collection of Negro poetry since Countee Cullen's "Caroling Dusk," in 1929. The book aims to give the reader new poems by old favorites and to present a number of new poets. While there are verses by Lewis Alexander, Anita Scott Coleman, Frank Marshall Davis, Ruby Goodwin, Langston Hughes, Beatrice Murphy and Lucia Mae Pitts, there are seventy-eight newer voices, almost as many men as women, who sing lustily but with uneven merit. Most of the poems are short lyrics, most often in some form of free verse, running a wide gamut of racial and human experience.

"If this anthology goes no further," writes the editor, "than to convince the American public of the great potentialities in our race, then it has been well worth the effort." As certain as it is that the volume is significant more for what it promises than for what is achieved, Miss Murphy surely deserves unstinted praise for making possible this encouraging outlet for young voices too often stifled by callous indifference or lost without sympathetic guidance.

Teachers of Negro youth may well buy and read this volume to realize that there is still the fine young hope of youth abroad in the land, and too, by reading it with and to their pupils, it may help let them know that the expression of beauty is not the exclusive possession of any race or age. It might help at the Holiday Season to give such a volume to a friend, either young or old, to say that in a world gone mad and torn with the crash of falling bombs, the Negro voice may yet say that the scent of a rose and the voice of beauty is more sane, more Christian and more important than all the far-flung armies and empires of the world.

FRANK HORNE.

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Five North Carolina Negro Educators, prepared under the direction of N. C. Newbold. (Chapel Hill, The University of North Carolina Press. 1939. 142 pp. $1.00.)

This unusual volume is published under the auspices of the Division of Cooperation in Education and Race Relations, with the cooperation of the North Carolina State Department of Public Instruction, University of North Carolina, and Duke University. The sketches were each prepared by a committee, closely associated with the Negro educator described, under the direction of a sponsoring committee. They tell of the lives and work of Simon Green Atkins of Winston-Salem Teachers College; James Benson Dudley of the A & T College in Greensboro; Annie Wealthy Holland, State supervisor of Negro elementary schools; Peter Weddick Moore of Elizabeth City State Normal School; and Ezekiel Ezra Smith of Fayetteville State Normal School.

These sketches are well worth reading, both for their illuminating accounts of these important people in the Negro education scene, and the inspiration they must give to those who aspire for their places in this world.

Graduate Instruction for Negroes in the United States, by Fred McCuistion. (Nashville, Tenn., George Peabody College for Teachers, 1939. 172 pp. 75c.)

Quite timely is this study by Dr. McCuistion, of the General Education Board, of education on the graduate level for Negroes. Main considerations of the volume are with: Some Factors Related to Graduate Instruction, The Development of Graduate Instruction for Negroes, The Negro Graduate Student, The Graduate Faculty. Included is an appendix of related and useful materials.

Mouseknees, by William C. White. (New York, Random House. 1939. 144 pp. $1.75.)

This is the story of little Victor, better known as *Mouseknees,* who lived on the West Indian Island of Tobago, and who worked as table boy at the Francis

Drake Hotel, the only hotel on the Island. *Mouseknees* "was as slim as a young palm tree and the color of deep and shining brown tropical wood, and when he smiled it was like a flash of sea foam." Illustrated by Avery Johnson, this book is original and refreshing, and entertaining to readers of all ages.

Moses, Man of the Mountain, by Zora Neale Hurston. (Philadelphia, J. B. Lippincott Company. 1939. 351 pp. $3.00.)

Zora Neale Hurston's fifth book, *Moses*, reveals again the genius she has for portraying the beliefs and mores of Negroes. This book retells the story of Moses and the persecution and bondage of the Hebrews from the point of view of the American Negro. Moses is treated as the great "Voodoo Man" of the Bible. Miss Hurston has gone to great lengths to trace the origin of this conception of Moses which she states is not confined to Negroes. The timeliness and logic of the story told in such a unique manner makes it an important book to be read and added to one's personal library. Readers who expect a parody on Moses as a magician will be disappointed as this story follows closely the life of Moses as far as the facts are known but tells it with much the same feeling as did Roark Bradford portray the Negroes' conception of our Christian God in his play *The Green Pastures*. Entertaining yet reverent, *Moses* should take its place among those books which are called best in years to come.

Adult Adventures in Reading, by Elizabeth C. Morriss. (New York, E. P. Dutton & Co. 1939. 264 pp. $1.50.)

Subtitled, Practice Exercises for Adult Elementary Students, this book is offered in response to the long-felt need for reading material which is interesting, entertaining or informative, and at the same time simple enough in vocabulary treatment and sentence construction to be easily read by those who have mastered the elementary techniques of reading. There are one hundred reading selections, divided into four groups of twenty-five each, based on the four fundamental types of reading described by Dr. A. I. Gates (who wrote the Foreword) as: Reading to understand the main ideas of a selection, reading to tell what may be expected to happen next, reading to understand exact directions, reading to note details. Following each selection there is a group of stimulating questions and exercises to check comprehension and to arouse group discussion. Also included is a list of words of probable difficulty. Available is an accompanying Teachers Manual (50c) which is of much value to the teacher in solving the problems confronting her in her work with adult elementary students.

This book and manual are recommended not only for classes of adults but also for remedial work with boys and girls.

Everyday Living, by Katherine Donnell Lynn and Helen Adele Whiting. (Atlanta, Ga., Allen, James & Co. 1939. 96 pp.)

This is a basic text in writing and reading for adults intended to teach Negro adults to read and write. It is authored by two Negro women who have spent years in the midst of the pressing and real problems of teaching members of their race to be good and capable citizens. The materials have been built around the persistent problems of life and include word lists which express the needs and interests of adults. The publishers will provide without charge a pamphlet of teachers' suggestions upon request which gives a complete statement of the word list and frequency.

The handwriting lessons are specially adapted to adults who use their hands in daily work. While this book is intended primarily for Negro adults, the publishers state that teachers of white adults in metropolitan centers will find the reading and writing method outlined in it to be extremely effective.

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BUSINESS EDUCATION FOR THE NEGRO

A POST-MORTEM OF THE FRATERNITIES

I, A WHITE STUDENT, SPEAK

MUSIC IS THEIR BUSINESS

ARKANSAS'S LITTLE TUSKEGEE

BUILDING EDUCATIONAL WELFARE AND OPPORTUNITY IN FLORIDA

JANUARY-FEBRUARY, 1940

The National Educational Outlook Among Negroes

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THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES is a bi-monthly magazine devoted to the advancement of education among Negroes. It is designed to serve ALL interested persons, teachers on all educational levels, and in all sections, administrators of schools and colleges, and public and private school officials; also it features items of interest to school patrons, students and pupils. The magazine serves as a medium of expression for those who have ideas and suggestions for the solution of educational problems, and as a permanent record of the progress of education among Negroes.

The responsibility for opinions and accuracy of fact is assumed by the authors of contributions who sign them and not by the editorial staff. While we shall make every effort to protect our readers from misrepresentation we cannot generally indorse every statement made by contributors.

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EDITORIAL COMMENT

Manifesto of Educators

The following manifesto signed by 2,169 American educators and publicists, summoning their colleagues to accept the responsibility resting upon them to take conscious activity in defense of democracy, was recently released by a committee of seventeen outstanding educators and journalists together with the New York Committee for Democracy and Intellectual Freedom.

"The present grave threat to world democracy places a heavy responsibility on those of us who are entrusted with the education of the youth of our country and with the channels through which knowledge and truth are disseminated to the American people. The forces which would replace democracy by fascist dictatorship are powerful and unscrupulous. In order to destroy our American tradition of tolerance and mutual cooperation they are attempting to divide our people by propaganda inciting to racial and religious persecution. We cannot remain passive in this situation. We must be true to our democratic American ideals. Democracy can be maintained and extended only by conscious activity on our part.

"Fascism openly despises and, of necessity, suppresses the truth. It ruthlessly regiments schools, press, radio, and movies. It burns books and works of art. It ridicules and denies the principle of equal educational opportunity for all. It forces women into labor camps. It wipes out the great tradition of western humanism and replaces humanistic education with race hatred and religious intolerance. It glorifies war as the highest human good.

"What is our responsibility? We must recognize the threat to democracy inherent in demands for retrenchment in education, in attacks on the Bill of Rights, in gag laws, in censorship of teachers and journalists, in racial and religious intolerance, in those newspapers which make profit or power their chief goal.

"We pledge our support to those measures which will help to strengthen and preserve our democracy.

1. If we are really to be 'one nation, indivisible, with liberty and justice for all,' our schools must provide liberty and justice for all, without discrimination on account of poverty, sex, race, or religion.
2. Our teachers must be trained with fullest consciousness of their responsibilities; they must be devoted to the principles of democracy and intellectual freedom and they must be free to inculcate their enthusiasm in the minds of the young.
3. Our children and our adults must receive full moral and material assistance in their pursuit of knowledge.
4. Our basic civil liberties of speech, press, assembly, and teaching must be protected.
5. Our schools, press, and radio must present the facts, and the truth behind the facts, about our history and traditions, about the world in which we live, about race and culture, without fear or malice, without suppression or distortion.

"We stand squarely behind democracy as the essential requirement for further human progress. We have full confidence in the American people. If they have the enlightenment which can be developed only in free schools by free teachers, and by an untrammeled press, they will do their part to preserve and extend our democratic heritage. Our role is to fulfill our true function as educators and journalists in a democratic society by keeping free these channels of knowledge so that the people can examine the facts with the critical spirit necessary for an intelligent appraisal and choice."

Building Educational Welfare and Opportunity in Florida

ISAAC FISHER

Director, Department of Research and Publications, Florida A. & M. College, Tallahassee, Florida

IF A BRIEF press release had been sent to the newspapers concerning the meeting which is referred to herein, it would have read something like this: "The Florida Negro Principals' Conference, with which was included a number of Jeanes Teachers, held a fall session at the Florida Agricultural & Mechanical College, Tallahassee, Florida, October 26 and 27, 1939." Except for the few who were immediately concerned, and some other far-seeing persons, this item would have had little news value, and would have attracted very little attention. The multitudinous routine meetings of teachers, in so many places, have taken away much of the novelty of such gatherings.

Behind the scenes, there are, at times, agencies, sagacious individuals and principles, working for and bringing to pass far-reaching changes in the social order. The Florida Principals' Conference, to be referred to here, is not only a body of workers, in training for professional improvement; but is also a mechanism which is being used by an educational administrator to help promote the welfare of the Negro in the field of education, particularly that of the public schools.

Two Methods of Facing a Problem

It will be conceded that public efforts to provide employment and reasonable measures of social security for the Negro must walk hand-in-hand with attempts to secure the broadest educational opportunities for all Negroes who need them. Any honorable methods of providing these are, therefore, subjects of importance to workers in the field of social welfare at large.

Over a long period of years, the inadequate provisions made for the colored people, in the matter of education, in the Southern States, has been a subject of constant consideration and discussion. Two methods of changing the situation have been employed. One of them has consisted of public denunciation and criticism of the apparently indifferent States. The fact that conditions changed so slowly during the period of most violent condemnation of such States raises a serious question as to the efficacy of this method. The second expedient has been that of placing in key educational positions Southern white persons who, by their broad sympathies and professional equipment could win the confidence of colored teachers; and, at the same time, be in position to influence local and State officials to more generous support of Negro education. This was the theory which largely influenced the General Education Board to underwrite the appointment of local white State agents for the Negro rural schools of the South.

Standing behind such movements in cooperative good will have been all of the active friendly white people, and the earnest Negroes whose constructive helpfulness and good citizenship in those States have given weight to their attitudes. In addition, other philanthropic agencies, outside of these States, have further buttressed this local approach with their approval and support.

Unquestionably, this latter method, slow though it has been and yet is, has borne valuable fruit. While the picture is not yet one for boasting, the broad strokes of trained artists in the field of educational statesmanship can be discerned in the composition as a whole.

Since so large a proportion of Negroes in the South live in rural communities—68.3 per cent in 1930—it is undoubtedly true that the influence of the State agents for Negro rural schools in Southern States is reflected at some point in the educational picture of progress in Negro schools at large, in that area. It is also true that no affirmative legislation in behalf of Negro Education or other form of welfare will be of much avail unless public opinion and the officials who are charged with administering a specific law are deeply in sympathy with the legislation. If this, too, is conceded, we are brought to a consideration of Florida in the picture of educational progress in the South; and the part of the State Agent for Negro Rural Schools in that advance.

A Phase of Educational Advancement in Florida

In referring to phases of Florida progress in education, it is not intended to suggest that whatever has been done for white schools by State and county has been done for the Negro schools. That is without the scope of this presentment. It is intended to refer to items of absolute progress, as they have reference to the fruits of cooperation.

According to Monroe Work,* the average length of a school year for Negroes in Florida, in 1919-20, was 111 days, falling to 106 days in 1921-22; and rising to 114 days in 1923-24. In 1925-26, the figure rose to 126 days, but fell to 124 days in 1927-28.

The early years of the depression—1929-30—witnessed an increase to 132 days. This was followed by an increase of 30 days in 1931-32, raising the average number of days to 162 and giving Florida, for the period 1919-32 the longest average term of any of the seventeen states which are usually grouped as Southern in ideals and practices, with the exception of Delaware, 185 days; District of Columbia, 179; Kentucky, 164; and Virginia,

*Negro Year Book, 1937-38, p. 171.

163. According to the Biennial Report of the State Superintendent of Public Instruction, the average for 1933-34 dropped to 145 days; but it recovered in 1935-36, reaching 168 days, which average it held through 1937-38. Here it is seen that Florida's march in this direction has been steadily upward.

If the dictum of the Educational Survey Commission, which examined Florida's educational system in 1929, is sound, these figures are significant of a general upward swing in education in the State. The Commission said: "Regardless of buildings, curricula, teaching staff and equipment, education of real value cannot be furnished if the length of term is insufficient to accomplish the work outlined." Following hard upon the report of this Commission came the action of the Florida Legislature in 1931, providing that "It shall be the duty of the Boards of Public Instruction of the several counties in this State to provide a minimum of eight months free schools, both elementary and high school, each year."

Two years before the enactment of this law, Mr. D. E. Williams was appointed as State Agent for Negro Rural Schools in Florida. The title has since been changed to State Agent for Negro Education. The end of the biennium 1929-30 showed a slight increase in the length of the school year; but 1931-32, reflecting the new school law, registered an increase of thirty days, by far the largest increase shown in any Southern State during the distress years of 1929-32.

No one person is due the credit for this showing. Undoubtedly, Florida's Legislature, Governor, State Superintendent of Public Instruction, county boards of education, public-spirited citizens, philanthropic foundations, zealous colored teachers and school patrons are all entitled to a share of the credit, just as the same factors, during the years since 1919, have merited commendation for the progress that has been made in the decade in the lengthening of the terms of Negro schools.

But it is beyond question that State Agent Williams, cooperating freely with the State Superintendent of Public Instruction, has had marked influence in helping to secure the advance mentioned above. In his report to the State Superintendent of Public Instruction for 1934-36, Mr. Williams suggests his part in that progress as follows:

"It was by visiting the schools that the State Agent was able to learn about each school, show the superintendent the conditions and help improve the schools. After the visit to the county a report of findings and recommendations were sent to the superintendent. In most cases the superintendent has used the report as a guide in improving his Negro schools." This was the "letter" of the discharge of his duties. The pattern of the "spirit" was shown in the Principals' Conference at the Florida A. & M. College, already referred to.

(To be concluded)

JEANES TEACHERS AND PRINCIPALS AT FLORIDA NEGRO PRINCIPALS' CONFERENCE, FLORIDA A. & M. COLLEGE, TALLAHASSEE, FLORIDA

Business Education for the Negro

WILSON E. WILLIAMS
Apex Business School, Los Angeles, California

THERE ARE, perhaps, a good many reasons why the Negro should prepare himself for a business career. It is intended here to discuss the most obvious of such reasons, one that is in itself sufficient to prove the necessity of a business education for the future Negro men and women who may find their life work in the business world. My reason is the fact that America is essentially a business nation. This means that the tone of American life is predominately that of the business man. Our everyday modes of thinking are shaped and governed by the business way of doing things. Most American institutions, not excluding the church, the school and the other altruistic organizations, hold to the business world's manner of doing things. Nor is this tendency to be deprecated. The business world is famous for its efficiency; and it is the avowed, even if not always accomplished, aim of Americans to achieve efficiency.

Being Americans, then, it need hardly be emphasized that the Negro section of the populace must come into line with the general American way of thinking—the business way. As a matter of fact, a good case may be made for explaining the Negro's relative impotency in the American arena in terms of his lack of the rudiments of business psychology. Idealizing where others have gone on to attack problems in the most effective manner now known, i.e., the business way, the Negro has been left behind.

We are only too aware, of course, of the tendency of business to neglect the Negro when it comes to issuing the jobs. Very few Negroes are employed as stenographers, typists, clerks and bookkeepers by the generality of American businesses. But repeatedly we are met by these business men with the statement that the Negro is lacking in the efficiency necessary successfully to perform the tasks required of even the most insignificant clerk in a large concern, private or public. And so, it behooves the young Negro to prepare himself for a future in this area of employment than which there is none more important in this country. Admittedly, such efficiency as is required by the business world tends to make of the subject a mere automaton; but if we stop to decry this fact we are guilty of the very idealizing from which we must free ourselves as a group if we are to compete in the American order of things.

This business-like efficiency, be it noted, requires arduous preparation, with both the teaching and the practice; a matter of long hours spent in adding, reading and checking over rows of figures, for example, which seemed at first adding correct. The ennui which might overcome the student in the pursuit of the skill in handling numbers and in the practice of shorthand and typing drills has got to be accepted as part of the cost of efficiency.

Business Schools Offer Solution

Having arrived, then, at the conclusion that the Negro must acquire the business techniques which run the country, it remains to survey the possibilities of acquiring them. It is obvious that the public schools cannot provide the training—the groups are too large for the proper individual attention. Also, the liberal arts colleges are not properly equipped for such work. They do offer certain courses, to be sure, but the intensive classwork is not here possible—primarily because of the very nature of the liberal arts college. It thus appears that the acquisition of such efficiency must be pursued in the business school. For it is the sole purpose of such an institution to provide this efficiency-promoting study. The intensity required of the business college student far surpasses that seen in either the public schools or in the liberal arts colleges. Furthermore, concentrating as it does in the furnishing of such techniques, the business school is admittedly the proper and most able form of institution for the dissemination of these techniques.

But we face the dilemma of being refused admittance to the leading business colleges. Though this is not a paper on race relations it must be pointed out that the Negro definitely is not sought as a student in the average run of commercial schools in the northern cities and are legally forbidden in a good many of the southern cities. Take, for example, the Nation's capital. How many Negroes are in attendance at the up-to-date commercial schools in the downtown section? Ask any Negro who has attempted to secure admittance. The answer is that Negro students are rarely found in such institutions.

So the Negro must turn to the "Race" business schools—unless he is to content himself with correspondence courses, which cannot properly achieve the end sought. It appears, then, the place of the Negro business college in the American order is an important one. It occupies a peculiarly strategic position, to it, together with the hard school of experience itself—is alloted the task of providing the Negro youth of today with the only techniques which are common to all American institutions, the business way of doing things.

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A Post-Mortem of the Fraternities

GEORGE LEIGHTON

Senior Student, Howard University, Washington, D. C.

TODAY fraternities are apparently firmly entrenched as part of our college life. Nevertheless, prominent educators, as well as a large number of students, are critically questioning the justification for their existence. Henry Antrim Crawford in his book, *We Liberals,* flays the fraternities. He points to their low scholastic average and to their false achievements. Even more caustic is Clarence Cook Little who maintains that the fraternities have frequently been the most powerful source of moral misbehavior on the campus. These charges are no doubt true; and they are a few of the many that manifest current disfavor of the present-day fraternity.

The First Fraternity Aimed at High Scholarship

The fraternity of today differs in the aims and ideals that motivated the founding of the first fraternity, Phi Beta Kappa, in 1776. Then, the emphasis was upon literature, knowledge, and culture. When Phi Beta Kappa became an honorary society in 1825, it retained literature as its motto and ideal. In 1939, more than a century later, John Kirkland Clarke addressed the society and attributed the greatness of Phi Beta Kappa to the preservation of this ideal. It is no small wonder, then, that while the membership of the society today is only one out of every three thousand persons in the United States, more than one-half of all the famous men in this country are members of the society. With a few exceptions these men were elected to Phi Beta Kappa on the basis of scholarship while they were yet obscure undergraduates.

Later Fraternities Veered From High Goal

This faith in scholarship and in academic achievement was not transmitted to the Greek-letter clubs that developed after 1825. As F. P. Keppel has shown in his book, *The Undergraduate and His College,* these clubs trace their history to Phi Beta Kappa, but modern fraternities must go to the evolution of these clubs for their history.

During this process of evolution the fraternities expanded and became an important factor in college life. With Negro education advancing to college level it was natural to adopt this feature of the white man's education; so in 1906 Alpha Phi Alpha, the first Negro fraternity, was organized. Like all pure imitations the distinction that was not made was that fraternities are a luxury—a rich man's luxury. This luxury brought with it other complications into Negro education which have been subjected to considerable discussion; but which have been misunderstood.

Negro Fraternities Misunderstood Purpose

This misunderstanding has taken various forms. It is believed, for instance, that fraternities contribute to character development; that they supply a need. Many people think that the contacts made in this way are beneficial. Then, there are many who still believe, despite evidences to the contrary, that fraternities encourage scholarship.

These contentions can be made; but it is doubtful whether the fraternities can substantiate them. The importance of fraternity influence in Negro colleges makes it necessary that we critically analyze their condition. There is little question that a study of all the Greek-letter organizations is needed; but a consideration of the men's fraternities alone will reveal the evils inherent in the system. It is easy in a discussion of this sort to inject emotion into the subject; it is difficult to forget the loyalty every member owes his fraternity. Membership in a fraternity, however, does not carry with it the obligation to discard logical opinions that one obtains from observation of the fraternities in meetings and other activities and from reading material both favoring and criticising the fraternities.

Fraternities a Financial Burden to Students

One opinion which we cannot ignore is that fraternities are a financial burden to Negro students. The cost of maintaining fraternity houses necessitates huge budget assessments. Initiations are costly. To illustrate, pledge fees and activity taxes of the pledge club amount to approximately $5.00 or $10.00 each school year. Then, to join a fraternity it costs on the average $30.00 or more. During an undergraduate's career his budget amounts to $10.00 or $15.00 each year. In addition there are periodic assessments to cover cost of dances and special affairs. These charges amount to $5.00 for each affair or from $10.00 to $15.00 each year. There are also numerous donations and taxes which are requested of the members. The prestige of the fraternity must be maintained at the expense of students who cannot sustain such a burden. Toward this end these taxes are used. The effects of these outlays on a class of students, 65 per cent of whom work for their college money, are obvious. This tribute which is paid for social emulation only hastens financial difficulties that are probably responsible for more than 37 per cent of all academic failures.

Fraternities Drain on Student's Time

Moreover, fraternities require too much of a student's time. During rushing periods there are smokers and parties which detract a student's attention at a time when he is attempting to adjust himself to a new environment. As a pledgee he is an underdog. He must report at a certain spot on the campus. There are weekly

or bi-weekly pledge club meetings which last three or four hours. If there is a fraternity house, pledgees are required to work two or three times each week cleaning the "big brothers' " rooms. During probation periods it is impossible for a student to study at all. Finally, as a member, long meetings and other duties absorb hours of attention. What really is an incidental matter to college life becomes a major activity.

Fraternities Prevent Unity

Further, fraternities have a disorganizing effect on the campus. It is obvious that the more powerful the fraternities, the further separated are the students. The illogical rivalries abetted by the fraternities result in methods of competition for offices and pledges that are nauseating to any fair-minded individual. For Council elections the fraternities organize into opposing cliques and by means of crooked elections completely ostracize the large non-fraternity element. Students are elected not on the basis of merit but along clique lines. As far as democratic and fair election procedures are concerned, the elections are a farce. The antagonistic attitude that exists between the different fraternity cliques keeps them apart; and the chaotic situation results in total indifference on the part of non-fraternity students. The fraternities, then, rob themselves of student cooperation and create a situation that has puzzled university and college officials.

We see in the efforts of personnel advisors and interested faculty members to integrate student action that this situation is a problem. One of the problems facing administrators everywhere is that of making students on a campus feel that their aims and interests are mutual. The fraternities, on the other hand, divide the campus. They inculcate in the pledgees and the members the idea that their interests are different from those of the campus as a whole. For inspiration the leaders set such distorted goals as domination of student offices by fraudulent means, sponsoring of costly dances, and organization of gigantic pledge clubs composed of students who will never be graduated from the university because of low scholastic averages.

The methods of selection that allow such students to join a fraternity are based upon color and manner of dress; it gives credence to the opinion of Algo D. Henderson, president of Antioch College, who believes unqualifiedly that fraternities are undemocratic. One cannot doubt that selection made on bases of this sort excludes many students of ability who otherwise would be acceptable. When a student reaches college, it is very discouraging to find that there are social activities from which he is excluded because of reasons beyond his control. To find this type of prejudice among Negroes is particularly disheartening.

Nor is this all. There is the illusion that within fraternities is to be found friendship. A surprising observation is that in the present condition of Negro fraternity life this statement is not true. It is interesting to point out that whenever men with varying concepts of character and principles meet within the confines of a fraternity, the ground is laid for some twisted human hatreds. Last year at one university a student was assigned to a suite in the dormitory. He refused the room. His explanation was that the room was occupied by two of his fraternity "brothers." Another instance occurred recently when a prominent fraternity man refused to pay for a group of pictures in which a "brother" whom he hated accidently appeared. Careful examination will reveal many many other examples of this nature.

Initiations Frequently Brutal

These attitudes are difficult to explain. The reasons might be found in the conflicts that arise within the fraternity and in the methods of initiations. Every Negro fraternity except one still believes that the only way to inculcate loyalty and brotherhood is by brutality. This is the most pathetic idea yet conceived by supposedly intelligent minds. The injuries resulting from these brutalities are a sad commentary on a ceremony designed to impress the mind. There are many cases of tragedies and near-tragedies resulting from these brutal practices. Long after initiations students complain of ill effects.

In the same way that we find the initiation ritual abused, so we find the whole fraternity concept. The result has been criticism from students and educators. The cost of fraternities, their undemocratic nature and their brutality produce effects on the individual that are detrimental. Doubtless, there must be a rejuvenation. The goals, the aims, and the ideals of the Negro fraternities must be redefined. Their program must be made a credit to a college organization. Otherwise, the students they are supposed to serve will suffer, and the ranks of fraternity and non-fraternity men who criticise and condemn them will continue to increase.

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CENSUS NOTES

In 1930 seven cities had more than 100,000 Negroes, according to the Census Bureau. They were New York, Chicago, Philadelphia, Baltimore, Washington, New Orleans and Detroit. The 1940 Census, which will start April 1, may show more cities having at least 100,000 colored persons as a result of recent noticeable movements from the country to the city.

Birmingham, Alabama, and Memphis, Tennessee, had the largest percentages of Negro population in 1930, according to the Census of that year. Both had slightly more than 38 per cent. Whether or not the 1940 Census will show other cities with larger proportions is a question that will not be settled until the results are announced late this year.

*Kelly Miller—Educator**

D. O. W. HOLMES
President, Morgan State College, Baltimore, Maryland

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KELLY MILLER

THE DAY has come at last which we all knew must come but hoped would be delayed a little longer, when we gather here to pay our tribute of affection and honor to Kelly Miller. His golden tongue, so effective in debate, so keen in criticism, so powerful in defense, is silent. His facile pen is put aside, the pen which wrote so much with success, so little in vain. His eager heart so kindly and so courageous is still. These things are true. But to those of us who knew him well, who studied under him, who worked with him and who fought battles in his company or against him, to us the idea of Kelly Miller dead is unthinkable. As long as we remember the struggle of its advocates for the higher education for Negroes, so long will the memory of this man remain green. And while there is a Howard University or a Howard Alumnus, Kelly Miller will live here at this place and throughout the world wherever the name of Howard is known.

My task at this hour is to comment briefly upon the academic contributions of this most versatile man—his work as a teacher and as a maker of college men and women. And of this I know; for as boy and man I was associated with him in the enterprise through four-score years and more, entering his classes as a "prep" student in 1893 and separating officially as colleague upon his retirement, which, however, did not end our intimate intercourse; for I profited from his wisdom even to our last conversation.

A great college teacher must be to his students a rich source of knowledge or a drill master or a great inspiration or some combination of these. Kelly Miller was all three; but to me, as to a great majority of his disciples, he was first of all the inspirer who opened our eyes and fired our ambitions.

He was at first a teacher of mathematics and as such was very exacting. Those of us who were interested and followed him far enough realized that he could have been one of the great mathematicians of his day had he been willing to confine himself to the ivory tower of pure scholarship. But he saw early in his career that the greatest need at that time in Howard University, and in all the colleges for Negroes, was the awakening of the students to a realization of the problems of the race and an interest in their solution. To this end, there being no sociology in the curriculum, he skillfully mixed, in his classes, a study of race problems with mathematical problems in such a way that when a course was completed all the students were keenly conscious of the American social situation, although the mathematical acquisition of some was often doubtful.

On becoming Dean of the College of Arts and Sciences of the University soon after the turn of the century, he introduced courses in sociology, an infant science then, which he taught himself since no specialists in the field were available. Just before that time at the request of the United States Commissioner of Education, he made a study of the education of the Negro, which formed a chapter in the annual report of the Bureau for 1900-1 and still stands as a model of comprehensive and logical presentation of scientific data. Had Kelly Miller chosen the field of scientific sociology as his life's work, he would have been equally distinguished.

Early in his deanship he realized that the Negro, although hungry for schooling in general, was by no means college-conscious and should be aroused. And as great as has been his work as a teacher, as an administrator, as a publicist and as a critic, I consider that his lecture tours, as a missionary of higher education for Negroes, constitute perhaps his most important and permanent contribution to education. When the esteem for the Negro college was at its lowest point, due largely to the dramatization of the then new industrial-education movement, Kelly Miller took to the road every summer for over ten years and, living as it were on the country and from one end of this land to the other, he preached the gospel of college education in city and town and crossroads, in churches and lodge halls and school houses until the tide turned and America's Negro youth started in serious numbers to college. When he became Dean there were less than 100 students enrolled in college here. Twenty years later nearly that many were being graduated each year.

It is easy to underestimate the power of example. Kelly Miller taught Negro youth by example the importance of decent living, of high thinking, and of publishing their thoughts. The lesson of publication is not well learned yet, but it has been well taught. Beginning with letters to the daily press he soon found an audience through the leading magazines of America until the titles to his credit ran into the hundreds. To these he added a series of pamphlets discussing various phases of the race question. His "open-letters" to several of the Presidents and other distinguished men of the nation with whom he differed or agreed brought national respect for the power of his mind, the perfection of his logic and the brilliance of his presentation. His books, *Race Adjustment, Out of the House of Bondage*, and *Of the Leopard Spots,* are classics in their field.

*Remarks at the obsequies of Dean Emeritus Kelly Miller at the Andrew Rankin Memorial Chapel, Howard University, January 2, 1940.

I, A White Student, Speak

JOHN J. BLAKE
Student, Long Island University, Brooklyn, N. Y.

WHEN I ENTERED college in September, 1938, I am ashamed to admit that I was one of those ignorant people who looked down on the Negro race merely because it appeared to me that they were socially "beyond the pale." The fact that I matured enough in thought to find that such an idea was ridiculous can be regarded as a milestone in my life. It was while doing some research work for a paper on the Negro problem for a Sociology course that I became acquainted with THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, and subsequently intensely interested in the Negro and his problems.

In my sophomore year I transferred to Long Island University and found that the proportion of Negro students here was infinitely greater than at my former school. When I heard of the formation of the Carver Society, named in honor of Dr. Carver of Tuskegee, I immediately joined the group. The Society has as its purpose the establishment of perfect interracial harmony between the Negroes and the whites. At last I had an opportunity to fight for the ideals which I had formed.

The Society has been in existence since last October. Most of the time has been spent in the organization of the group itself—securing a charter from the Student Council, ratifying the constitution, electing officers, etc. Now that we are fairly well established, our real work has begun. Our program is still in the formulative stage but we plan to have distinguished persons, who know the Negro and his problems, as speakers, also student speakers from our own and other groups. We also plan to enter into the affairs of the University and make the white majority conscious of a personable and capable colored minority. In a way we follow the advice of Robert S. Hill in his book, *The Negro—Asset or Liability,* in which he recommends that white folk be made as aware of the cultural potentialities and accomplishments of the black folk as the latter are aware of the history and culture of the former.

Basing our activities then on the two undeniable premises: 1, That a goodly percentage of white students bear an admitted prejudice with regard to color, and 2, that any and all prejudice will collapse if the props of ignorance are removed by education, the program cannot help being successful if our work is well done. With a view to educating others it is necessary that we first educate ourselves. To this end our members are constantly on the lookout for timely facts pertinent to our problem. Newspaper and magazine articles, new books such as DuBois' incomparable *Black Folk—Then and Now,* Negro periodicals such as *The Crisis, Opportunity,* THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES, such newspapers as *The Amsterdam News,* group discussions, lectures, plays—all of these are our sources. As each item is discovered it is repeated before the group by the discoverer, discussed, a common viewpoint reached, and then disseminated throughout the University and wherever the Society members go. If nothing else, at least we are learning to converse.

Our funds are limited. We are students. Our time is also limited. Most of us work. What we shall accomplish is in the lap of the gods. Certainly our efforts cannot entirely fail. In this respect, forward-looking members of the organization foresee a federation of Carver Societies, with affiliated bodies in the many universities of the land. By the combined efforts of such a group incidents like the Gaines case in Missouri will be but memories of bad dreams to be forgotten. The vision is neither far-fetched nor even improbable. Through *Life* magazine we have become familiar with the Negro sorority at Kansas University. We are certain that there are other organizations of a similar nature in the schools throughout the country. In time we will learn of them and communicate with them on this idea. However, the enlistment of white students to the cause will be much more difficult. Here the personalities of the Negro students and the number of their white friends will be the deciding factor. The absence of any organized group with such an objective makes it imperative that we succeed. If we do, the educational world will hear more about us, if we do not . . . .

At present our greatest need is encouragement and cooperation. It is my plea to those who read this article and have any connection with students, black or white, that they bring it to their attention. If you have any word of encouragement or any ideas which might help us, your correspondence is hopefully invited. You may reach us either through the president of the Carver Society, Mr. Gerald Guitry, Long Island University, 300 Pearl Street, Brooklyn, N. Y., or through the writer, John J. Blake, 170 79th Street, Brooklyn, N. Y.

I mention his writings as part of his academic contributions because they are such. They are actually part of his teaching and those who read become his far-flung classes.

To those of us who were his pupils either in the narrow sense of the classroom or in the broad sense of the world's arena, Kelly Miller was the teacher, the Dean, the sage, the scholar, the like of which seldom passes this way, like Arnold of Rugby and Mark Hopkins and Socrates. Of such stuff is immortality made.

"A man with an idea or an ideal behaves differently from a man without one."—Bowman.

Music is Their Business

BEN MECKLER, *English Teacher* AND LLOYD M. COFER, *Counselor*
Miller High School, Detroit, Michigan

The Sidney D. Miller High School in Detroit, Michigan, is located in the middle of a blighted area. Property values are low and most of the dwellings are substandard. The school draws its population from various racial groups such as the Greeks, Italians, Germans, Syrians, Mexicans, native whites, and Negroes, the latter comprising about 69 per cent of the entire school population.

As with any such young group, ambitions are high and the chances of fulfilling them very low. This condition, together with the economic barriers that are thrown up against certain racial groups, makes the work of the school exceptionally difficult. It must educate for the more abundant life, realizing at the same time that it will not be attained by most of its students. Seeking a solution to this dilemma, Principal Charles Burns and the Miller administration have acted on the theory that music, among other things, offers a profitable future for willing students. With the cooperation of the board of education, the music department has been built up. It is now beginning to reap the fruits of its labors.

"NOTHING CAN discourage us now. The reason we are as far as we are is due to the music department's grand methods of teaching."

So writes a very grateful and triumphant former student to Mr. Louis Cabrera of the Miller High School department of music. The bolstering voices of ten other members of Mathew Rucker's amazingly successful dance orchestra find representation in another letter of thanks: "The band and I are glad to know that you (Mr. Cabrera and Mr. Burns) and the pupils of Miller High School are proud of us, and we will continue on the road we have started to climb."

It appears as though these boys have "arrived" as quickly as their airmail letters from all over the country to Detroit. Yet Mr. Cabrera recalls the years of instruction and background provided for these boys at school; he knows of the many weary hours these boys worked and practiced and rehearsed; he remembers the love of music that provided the incentive for week upon week of shoulders-to-the-wheel, when success seemed something to dream about and not too possible to achieve. It is, therefore, Mr. Cabrera's right to feel proud of these lads, whose labor of love has rewarded them with financial independence and national distinction.

Back in 1936, eleven boys worked at their studies and their music at Miller High School. Mathew Rucker, William Evans, John Taylor, Frank Porter, George Gleaton, Lawrence Hicks, Walter Bragg, Willie Shorter, Robert Lewis, Alfonso Ford, and Leroy Willis—all were glad to get the instruction and the instruments that the school provided. For three years they remained together as a unit and played school dances and a few local engagements professionally.

The big break came last year. An agent for the Dilworth Attractions Company, booking agents in Savannah, Georgia, heard of this promising group of youngsters. Hearing Mathew Rucker's Twelve Spirits of Swing at a local dance, the agent immediately contracted the whole orchestra for a tour of the South and East. Letters have reached Mr. Cabrera from Ohio, West Virginia, Virginia, Louisiana, Maryland, Washington, D. C., Delaware, Texas, and Florida. It is the plan of the promoters to have the orchestra do broadcasts and one-nighters all the way to Miami, Florida, and then to travel east for theatrical and radio engagements.

It is quite heartening to witness the modesty these lads keep expressing in spite of their dazzling rise to fame. They want to retain all their contacts at school, and in an eloquently simple manner they reveal their splendid attitude: "Nothing can discourage us now after the inspiring letters we received from you and pupils of Miller High School."

Too many frills in education? These eleven boys owe their whole future to a frill that proved—for them at least—as vitally important as any other single educational advantage.

MATHEW RUCKER AND HIS TWELVE SPIRITS OF SWING

A Dilemma

EDNA W. HILL
Teacher, Public Schools of Washington, D. C.

"YOO, HOO, Ray! Wait for me."

Ray turned and waited. She smelled of clean soap beneath her simple, crisp dress and her brown skin glistened with recent oiling. Her medium-black hair was smooth and neatly parted. It was held by one small, yellow bow. She was 8.

"Oh, hello, Beth. I didn't see you coming."

"No, you couldn't. Father let me out of the car at the corner so that I could walk to school with you. It's such a lovely morning to walk."

Beth was 8 too. Her rosy cheeks offset a pair of true blue eyes and her golden curls were caught high on her head by two tiny blue bows.

This brown and white pair made a beautiful contrast as they swung down the street arm in arm chattering about the all important nothings of childhood.

As the children neared school, Beth hesitated. She had something to say to Ray. She couldn't tell her boldly as she had heard it nor could she tell her what she had heard at all. In fact, Beth didn't believe what she had heard.

Having reached school, the two girls parted to talk with friends until the bell rang. Sly, furtive glances escaped Ray completely but Beth understood their full significance. She hoped that Miss Hardy, their teacher, would understand.

"Miss Hardy, I have a most interesting news topic," Ray ventured as she entered the room.

Miss Hardy turned a pair of cold, grey eyes upon her and in crackling tones replied, "We'll have news enough to handle this morning without an outside topic."

Heads nodded approval.

Ray was confused. Never had Miss Hardy been so unkind. She didn't know what to think.

The room teemed with muffled excitement this morning. No one took his seat directly. Every now and then knowing glances were directed toward Ray.

Finally she could stand it no longer and rose to seek out Beth. Beth was the only link of close friendship she had so far in Miss Hardy's room for all of the pupils were white.

Ray felt very timid and lost as she approached Beth, but Miss Hardy saw her first and demanded crossly that she return to her seat. Almost simultaneously the bell sounded and all the children sauntered reluctantly to their seats.

Ray wanted, so badly, to ask Beth what it was all about and why everyone watched her so.

Devotionals were completed as a matter of form that morning. Even health inspection and newstopics were omitted.

The class waited.

Miss Hardy began. "Did anyone return to this room yesterday?"

John Price ventured, "I didn't return to the room but I know someone who did."

There was a chorus of, "We do too."

Soon Ray began to feel most uncomfortable. She remembered that she did return to school to get her galoshes which she had left. But why did everyone look at her so accusingly. She started to speak but Vera Cross spoke up first.

"I saw Ray come back into school, Miss Hardy."

Miss Hardy said icily, "Ray, did you come into this room after I left yesterday?"

Now Ray was truly frightened. She replied, almost inaudibly, "Yes, I did, Miss Hardy."

"And for what reason, may I ask?"

"I left my galoshes," whispered Ray.

"Did you, by any chance, take anything out of here besides your galoshes?" lashed Miss Hardy.

"No, Miss Hardy."

Miss Hardy stiffened. "Well, the new book that we placed in the library yesterday is missing this morning and you were the last one to enter this room yesterday."

The full significance of these words fell upon Ray like a bursting bombshell. She understood everything now, but what was she to do? Having nothing to fight back with, she simply hung her head.

The room began to buzz words. "Thief" crashed by her ear time and time again. Other mean and unkind words thundered by until she was quite deaf to everything about her.

Miss Hardy's shrill voice brought her back to realization, "What did you do with the book, Ray?"

"Miss Hardy, honest, I didn't take the book."

A giggle here. A snicker there.

And then.

A pair of soft, chubby arms enfolded the weeping Ray and an excited, hurt voice said, "Miss Hardy, Ray didn't take any book and I wish you wouldn't hurt her so. Ray is poor but she wouldn't steal. Ray is honest and good and true. I'll buy another book and bring it here tomorrow if it will take the blame off Ray."

Miss Hardy's bold world slipped from beneath her as she looked into Beth's weeping blue eyes. She sat down.

The children had a weak, wobbly feeling which they couldn't express.

This was the scene that greeted the principal's eyes as she came to make her morning greeting. Two little girls weeping in each other's arms, forty others sitting un-

comfortably quiet and the teacher seemingly dazed.

Miss Wright said, "Why all this sadness on such a beautiful morning? I have a surprise for you."

Ray and Beth dried their tears. Miss Hardy arose out of respect to the principal. The children relaxed.

Miss Wright explained that she had visited all of the classrooms yesterday evening after everyone had gone, to judge the libraries. She had lingered in Miss Hardy's library for quite a while because it was so full of interesting books and had become so interested in one book that she took it home to read to her small nieces that night. Turning to the teacher she said, "Now Miss Hardy, I wish to return the book that I borrowed and also to present to you and your class two more new ones for your legend corner."

Miss Hardy and the children thanked Miss Wright graciously and she left.

When she had gone, Miss Hardy went up to Ray and hugged her tightly and said, "I'm so very, very sorry." And some crystal drops were quickly brushed from her eyes.

As for John Price and Vera Cross and the others, they followed the teacher's example and begged humble forgiveness.

As for Ray and Beth, they went home that evening with locked arms and as gay as the signing birds.

Arkansas's "Little Tuskegee"

JOHN W. PARKER

Dean, A. M. & N. College, Pine Bluff, Arkansas

OUT IN THE hinterlands of Arkansas near the point where Arkansas meets Tennessee, Floyd Brown has established on *faith, courage* and *inspiration* a unique school for Negroes, the Fargo Agricultural School. The institution is located in the little, rural village of Fargo, the seat of a community populated largely by Negroes who are wont to look to the soil for a livelihood. As a student at Tuskegee Institute where Booker T. Washington's idea of dignifying the common occupations of life sank deeply into his soul, Mr. Brown chanced to visit Fargo as a vacation book salesman. The location, the climate, the soil and the condition of the rural folk offered him an unmistakable challenge for service. As a result, he pledged himself some day to return to Fargo, to establish there a school and to teach the people how to live happily and successfully in a rural community. He was true to his pledge.

Returning subsequently to Fargo with only $2.80 in his pocket, the young Tuskegean borrowed $50 and went ahead with plans for the purchase of land on which to erect a school. A wealthy Negro planter, Scott Bond, donated the school its first pair of mules, and a local lumber dealer gave a car-load of lumber. Fighting down every obstacle, Mr. Brown opened the Fargo Agricultural School on November 30, 1919, in a one-room, frame building located on a 25-acre farm by no means free from debt. Although it has never received financial aid from the State and miserably little from the county, the school over a twenty-year period, has been expanded until today it consists of a tract of 215 acres of land and 14 substantial buildings, the entire plant being valued at $80,000. Celebrating its twentieth anniversary on November 30, 1939, the Fargo Agricultural School is but the realization of what twenty years ago many regarded as a fanciful dream; it is the lengthening shadow of its founder and pioneering president, Floyd Brown.

Founder Unique Personality

Indeed, Mr. Brown is an unusual man. Born and reared in Mississippi and schooled for the most part at Tuskegee Institute, where he worked his way almost entirely, he has always been a disciple of industrial education. From boyhood his mother held up before him the virtue of "work with the hands," and, as a correct social pattern, her ideal, Booker T. Washington. Affable, sincere, and pleasing, Mr. Brown's ability at making friends with folk at all stations of life is little short of uncanny. However difficult the task at hand, he goes on the even tenor of his way with a broad smile and a firm handshake for all. Traveling constantly, and almost always alone, he has become a judge of men, and has perfected a technique of selling to them himself and his school. When there arises a situation on his campus calling for the outlay of a substantial sum of money, Mr. Brown simply "goes away" and almost without exception returns with the cash needed.

Plainly enough, his ability at raising money singlehanded has been his redeeming feature, for with practically no income other than that from the sale of farm produce, it has been the substantial contributions made by philanthropists from the North and from the East in particular that have kept the school moving and growing. Even during the stringent depression days, not one of his 10 teachers ever missed his salary check from month to month. As for himself, however, Mr. Brown has served the school and the community for 20 years without a penny of salary. With his wife, also a Tuskegean, he lives in a simple but comfortable house built by the students, and states that his interest has been in seeing the work grow rather than in a salary for himself. "I have been satisfied," says he, "in the feeling that I am serving my people."

FLOYD BROWN

Model Rural School

On the well-kept, nineteen-acre campus are located 14 substantial frame buildings, including shops, demonstration rooms, faculty cottages and separate dormitories for men and for women students who wish to live on the grounds. These, not unlike much of the furniture with which they are equipped, were constructed by students. Plans are now on foot for raising $2,000 for a gymnasium. Moreover, the students keep up the repairs, install the telephones and water pumps and take care of the electrical appliances on the campus. Around the motto "Work Will Win" found in large letters over the entrance to the administration building, the program of the school has been organized, the major emphasis falling not upon theory, but upon practice.

Although not incorporated, the Fargo Agricultural School is controlled by a board of Trustees and an advisory board, and maintains grades 7 through 12 and a primary department for the small children of the community. The work has been fully certified by the Arkansas State Department of Education. Supplementing the regular literary work, courses are offered in Agriculture, Carpentry, Painting, Blacksmithing, Printing, and Home Economics.

Prime emphasis, however, falls upon Agriculture and Home Economics. Of the 215 acres of land owned by the school, 140 are under cultivation and 40 are devoted to pasture. The farm, carried on by students under faculty supervision, is operated both as a laboratory for students of Agriculture and for the production of commodities for school consumption and for the market. With displays of clothing made by the women students, canned foods, fancy pillows, patch-work quilts, rugs, etc., the work in Home Economics is much in evidence. Instruction is given in the basic principles of home-making education. In every department stress is placed upon completeness and accuracy.

With turns at both work and play, the students are happy. For the most part, they make their own regulations. About the school the "big family" atmosphere is everywhere apparent. A well-balanced program of extra-curriculum activities is maintained. Although non-denominational, religious activities are emphasized. One can not help being impressed by the system and order with which the work goes on without apparent effort on the part of anyone.

The Fargo Agricultural School is a successful experiment in living close to the soil. In the matters of higher educational standards, of increased land ownership and enrichment, of better health conditions, of outside contacts, and of love for the soil, the school has made a significant contribution to the immediate community and to the State. Like Tuskegee itself, it has now become a spot to which visitors and sightseers come almost daily. Fortunately enough, it is located out in the wide open spaces where its students have ample time to work and to play, to dream and to plan.

CENSUS NOTES

Every Census taken in the last 100 years has disclosed an excess of women over men in the Negro population of this country. The 1940 Census, which will start April 1, will show whether this is still the case. In 1930 there were 179,805 more colored women than men.

How many colored persons are there in the United States who are 85 years of age or older? The 1930 Census showed a total of 26,358. The 1940 Census will reveal whether this figure has increased or decreased in the past ten-year period.

Incidentally, Census records dating back from fifty to one hundred years are the only records many aged colored persons are able to secure that prove their age or date of birth. Such records are important in establishing eligibility for Social Security and other old-age benefits.

Tips to Teachers

(An annotated listing of free or inexpensive materials readily available to interested persons who should apply to the Superintendent of Documents, Washington, D. C., for all government publications, and directly to the issuing offices for the other materials.)

GOVERNMENT PUBLICATIONS

● *United States Public Health Service.* A book intended as a source of dependable information for students in high schools and junior colleges is *Communicable Diseases,* by A. M. Stinson, M.D. (Miscellaneous Publication No. 30, 25c). This 111-page publication is written in a pleasing and easily understood style. It is well illustrated and contains a helpful glossary as well as suggestions to teachers for using the materials.

● *United States Department of Labor.* The Women's Bureau has recently issued 3 interesting bulletins: *Hours and Earnings in Certain Men's-Wear Industries,* (Women's Bureau Bulletin No. 163-6, 5c); *The Woman Wage Earner, Her Situation Today,* by Elisabeth D. Benham (Women's Bureau Bulletin No. 172, 10c), which gives some consideration to Negro women; and *Job Histories of Women Workers at the Summer Schools, 1931-34 and 1938,* by Eleanor M. Snyder (Women's Bureau Bulletin No. 174, 10c).

● *United States Office of Education.* Recent publications of this Office include: *Accredited Secondary Schools in the United States,* by Margaret J. S. Carr (Bulletin 1939, No. 2, 20c); *Higher Educational Institutions in the Scheme of State Government,* by John H. McNeely (Bulletin 1939, No. 3, 15c); *The Graduate School in American Democracy,* by Isaiah Bowman (Bulletin 1939, No. 10, 15c); *The School Auditorium as a Theater,* by Alice Barrows and Lee Simonson (Bulletin 1939, No. 4, 10c); *Land-Grant Colleges and Universities, 1938,* by Margaret Farr (Circular 176, Preliminary report); and, *Related Instruction for Plumber Apprentices,* by Robert W. Hambrook (Vocational Division Bulletin No. 200, 15c). A complete list of all publications issued by the U. S. Office of Education and sample copies of bibliographies are available upon request to the U. S. Commissioner of Education, Washington, D. C.

OTHER PUBLICATIONS

● *Family Affair* is the title of a one-act play by Frederick W. Bond, professor of speech and drama at West Virginia State College. This comedy concerns the attempts made by a destitute family to readjust itself to troubles caused by unemployment. It is published by the College press at Institute, W. Va.

● S. E. Grinstead, in charge of the Negro collection of the Fisk University Library, has compiled a select, classified, and briefly annotated list of 250 books by or about the Negro, published during the past 10 years. Copies of this mimeographed list may be obtained from the Fisk Library in Nashville, Tennessee, for 25c, which covers postage and handling.

● *The Statewide Public Forum Project,* an Experiment in Civic Education among Negroes in Georgia, Part I, by Nathaniel P. Tillman (N. Y. A. of Georgia, Division of Negro Affairs, Atlanta, Bulletin No. 14) is an interesting and informative report of the Negro forum project conducted in that State from November, 1938, to February, 1939.

AREOPAGITICA

Dare we speak out?
It seems that if these ills are ever cured
Some one must speak,
And speak so he is heard.

We've hidden cankers that eat up the soul:
We've covered sores that braver lands
Have bared to sun and air
And prayed aseptic peace.

The lilac-scented spinster of the ease,
The bigot in the black ecclesiastic robe,
The narrow-minded drudge whose only spree
Rocks her in holy drunken ecstasy:

These and some others do not wish to see
The saddists' funeral fire deep in the south;
They try to feed the ill-spawned hungry brood
Of men whose flesh had better been left clay,
Who care not if today they eat
And if tomorrow earth is turned to dust.

So some of us must speak, and speak so loud
That timorous tirades are drowned out at birth;
That opposition to the spread of truth
Will strangle in our righteous thunderings!

Josie Craig Berry.

EDUCATIONAL NEWS AND EVENTS

CONFERENCES

The National Recreation Association will hold its nation-wide conference of recreation workers among colored citizens in Dayton, Ohio, on April 7, 8 and 9, at the Linden Community Center. The conference is directed and sponsored by the Bureau of Colored Work of the Association and welcomes the attendance of directors of community recreation centers, supervisors, specialists in community drama, music, and specific activities of recreation departments in various communities promoting recreation programs and opportunities available to Negroes.

The second conference on adult education and the Negro, sponsored by the American Association for Adult Education, the Extension Department of Hampton Institute, and the Associates of Negro Folk Education, was held at Tuskegee Institute, January 22-25.

At the third annual conference of Scholastic Honorary Societies in Negro College, held at Arkansas State College, December 1 and 2, 1939, I. A. Derbigny, administrative dean at Tuskegee Institute, was chosen president of the group. The general theme of the meeting was the Social Obligations of the Gifted Student.

EQUAL SALARIES

Effective as of December 1, 1939, Negro teachers in Knoxville, Tennessee, are receiving the same salaries as white teachers where they show equal preparation. The pay of the Negro teachers had previously been ten per cent lower than that of the white teachers.

APPOINTED

William A. Robinson, principal of the Atlanta University Laboratory School, has been named director of a study of secondary schools for Negroes in the Southern Region. The study was initiated by the Association of Colleges and Secondary Schools for Negroes, and given a grant by the General Education Board for an exploratory period of six months, beginning with January 1. The general purpose of this study is to improve secondary education for Negroes.

Charles C. Hawkins has been appointed research associate on the staff of the national Center for Safety Education at New York University. Dr. Hawkins will conduct research in psychology ant testing in relation to problems of accident control and will develop a program of teacher-preparation in safety education for use in Negro institutions.

NEW SCIENTIFIC PUBLICATION

Phylon, the first issue of the Atlanta University Review of Race and Culture, has recently been published. The 100-page journal is edited by W. E. B. DuBois. Managing editor is Ira De. A. Reid. It is a quarterly publication.

HEALTH EDUCATION FELLOWSHIPS

Three fellowships for studying health education at the University of Michigan summer session will be offered to Negro teachers and health workers resident in Southern states, it has been announced by Dr. C. Howard Marcy, chairman of the Negro Committee Program of the National Tuberculosis Association. State tuberculosis associations will receive the applications in their respective districts and submit them to the National Association for final selection by March 30. The fellowships cover transportation, tuition, room and board and a reasonable allowance for books.

PILGRIMAGE OF POETRY

The Pilgrimage of Poetry, a blue network feature of the National Broadcasting Company, featuring Ted Malone, who broadcasts directly from the home of a beloved American poet each Sunday, will be broadcast from the home of Paul Lawrence Dunbar in Dayton, Ohio, Sunday, March 3, 1:00 to 1:15 P. M., E. S. T.

ELECTED

At the annual meeting of the Southern Education Foundation, Inc., held in New York City, January 9, Ambrose Caliver was elected a member of the executive committee of the Foundation's Board of Directors.

SPECIAL PROJECT

The Birth Control Federation of America, Inc., with headquarters in New York City, has begun a special Negro project in the Southern states in cooperation with Negro ministers and physicians. The project seeks to accelerate the acceptance of birth control and demand for it among Negro communities; promote the wider use by Negroes of existing birth control services; develop additional birth control services for Negroes, especially in rural areas; and form Negro Maternal Health Committees to insure continuity of the program.

ALL-AMERICAN YOUTH ORCHESTRA

Application forms for youths seeking jobs in Leopold Stokowski's All-American youth orchestra are available in the state offices of the National Youth Administration. Auditions are being held during the period January 15 to March 15 to select a preliminary number of applicants. Mr. Stokowski has stated that "general requirements of the players are that they be within an age range of about 16 to 25, with no restrictions regarding

race, color, or sex. Great ability as orchestra players and a good technique is necessary. But even more important are beauty of tone, variety of tone color, good phrasing, musical feeling, imagination, poetry. Great talent is more important than experience."

WHITE HOUSE CONFERENCE

That the schools must educate for democracy, and that democracy must come to the aid of the schools were two of the major tenets presented to the White House Conference on Children in a Democracy which met in Washington, January 18 to 20. A number of Negro educators and social workers were among the 600 odd persons invited to the conference sponsored by the President of the United States. Important reports made included "Children in Minority Groups" and "Education Through the School."

PUBLIC HOUSING AND THE NEGRO

Participation of the Negro in the Government's public housing program is recounted in an 8-page leaflet recently issued by the U. S. Housing Authority. The leaflet, entitled *Public Housing and the Negro,* sets forth the urgent need for better housing among Negroes and summarizes the work of the USHA in meeting this need. This is one of a series of leaflets on various phases of the USHA program. Copies may be obtained by requesting them from the Informational Service Division, United States Housing Authority, Federal Works Agency, Washington, D. C.

NEW BEDS

Approximately 5,838 new beds have been made available for Negro patients in hospitals throughout the country through the aid of grants and loans by the Public Works Administration, according to a recent report made by W. J. Trent, Jr. Adviser on Negro Affairs of the PWA. Over half of the beds are for the insane, the remainder are in general hospitals, tuberculosis sanatoria and other hospitals.

WIDESPREAD BENEFITS

A recent statement by Alfred Edgar Smith, staff adviser in the Federal offices of the WPA, gives information that "During the past year an average of 300,000 Negro workers were employed on WPA projects and it is estimated that they received some $15,000,000 in monthly wages. More than a million Negroes, including dependent members of these workers' families, owed their livelihood to the WPA. Besides receiving WPA wages, workers in some localities were able to obtain decent housing at low cost in Government-built houses; and in many more localities their wages were supplemented by the distribution of surplus clothing and food."

A PROGRAM OF ACTION

The American Youth Commission, 744 Jackson Place, Washington, D. C., has available for free distribution copies of *A Program of Action for American Youth.* This publication represents the program which the Commission recommends to the American people for immediate action. It discusses the problem of Youth and War, and makes specific recommendations with reference to employment, health, and education. Send for your copy at once.

ENDOWMENT CAMPAIGN

Andrew J. Allison, directing the Fisk University $3,000,000 endowment campaign, has reported that over $100,000 has been secured in subscriptions and cash from alumni and the Negro public to date. Randall L. Tyus, Fisk graduate, who for 7 years was a salesman for the Rumford Baking Powder Company, was added to the campaign staff February 1. He is expected to add impetus to the drive to secure an additional $50,000 from the Negro public by June 30.

COLLEGE ACTIVITIES

¶ Enjoying the largest enrollment in its history, **Lincoln University** (Mo.) is making plans for the celebration of its 75th anniversary.

¶ An exhibition of paintings by Negro artists will be part of **Dillard University's** fourth annual Arts Festival, April 14-21. There will also be an exhibition of photography by Negro amateurs and professionals. Pictures for both exhibitions will be accepted until April 1, at which time a jury will meet to select those which will be exhibited.

¶ The 14th annual Home Making Institute at **Bennett College** will be held from February 18 to 25. The theme will be "Consumer Education and Economics." Dr. John McIntyre Cassels, Director of the Institute on Consumer Education at Stephens College, Columbia, Mo., will be among the speakers. Dr. Flemmie P. Kittrell is chairman of the Home Making Institute Committee.

¶ **Morehouse College** is celebrating its founders' day on February 18 and 19. Reverend Samuel A. Owen, pastor of the Metropolitan Baptist Church, Memphis, Tenn., will deliver the principal address.

¶ The annual founders' day address at **Hampton Institute** was delivered by Channing H. Tobias, senior secretary of the Colored Work Department of the National Council of the Y. M. C. A. Highlights of his speech were: "The back-to-the-farm movement is a possible solution for the Negro unemployment problem; . . . . The Negro must guard against the mistake of underestimating the importance of making himself efficient in the common jobs of household, shop, and field; . . . . Great good would come from a conference of white industrialists and Negroes in industry may improve their efficiency, and how other doors may be opened to them."

MAGAZINE ARTICLE DIGESTS

● Deserving more than casual reading is the article, *Some Theories Regarding the Education of the Negro,* by Tillotson College's Dean, William H. Jones, in the January number of **The Journal of Negro Education.** Dean Jones' main statement is that "It appears, considering both the process and the results, that the education of Negroes is superior and more successful in the separate school system than it is in the mixed schools. It should not and would not be if race prejudice were nonexistent. But, the superiority of the separate Negro school over that type of educational institution which provides for the education of both races can be accounted for in terms of the fact that it permits the Negro unlimited participation in all phases of school life. It furnishes the proper stimulus to self and race pride and keeps before the Negro student the ideals and aspirations of the Negro group, for teachers are not merely instructors but also inspirers of group loyalty and creators of ideals. Because of the limited numbers of avenues of employment for Negroes, the Negro school is able to attract some of the best minds within the Negro race as its teachers. The Negro school has equalled the mixed school in its production of efficient and powerful public Negro leaders. Above all else, the Negro school *understands* the Negro—it understands his limitations and his possibilities, his spirit and his genius."

● Particularly helpful are the Illustrated Units of Work in **The Instructor.** In the January issue Glenn O. Blough contributes a unit on *Light and How It Helps Us,* while Marion Paine Stevens gives us the timely unit *Switzerland and Its People* in the issue for February.

● In **The Grade Teacher** for February are to be found units and articles dealing with Lincoln and Washington, and also for use in projects for studying the weather.

● "To get pupils to study effectively the assignments must be presented in an interesting manner, the work must be adapted to the abilities of all pupils, and the pupils must be made to feel that they are gaining something worthwhile." This statement is made by Frank I. Gary as a result of inquiry into the study habits of pupils in the plane geometry classes of a suburban New York senior high school. Mr. Gary presents the results in the very interesting article, *175 Pupils Tell Why They Do or Do Not Study,* in the January issue of **The Clearing House.**

● A unique method of impressing adolescent boys with the necessity of being neat is given in the article *A Valet Club* appearing in **School Activities** for January. Contributed by Ann Ruth J. Houston, Chairman of Browne Junior High School Activities in Washington, D. C., the article should serve as a pattern for clubs of this type in more of our schools.

● The January issue of **Education** is Business Education Number. One of the good articles is *Business Education—A Universal Need,* by Jessie Graham, who asserts that "Every pupil in your school can find something in business education to help him adjust to his life in this business age. It may be the need for a vocational or personal-use skill; opportunity to develop socially acceptable attitudes toward business activities; and the acquisition of knowledge about business and its pervasive influence on our lives. Finally, every pupil can find help in managing his personal business affairs wisely."

● Teachers should read and give careful study to the decision handed down by the court in the Maryland teachers' salary equalization case. Among the publications carrying it in its entirety is the January issue of **The Crisis.**

● *Home Economics for Boys Has Arrived,* by Romaine Nicholson, gives the results of a study of the status of home training for boys in the State of Washington and the entire United States. This article, appearing in **Practical Home Economics** for January, gives information and encouragement to those who are developing this needed phase of the education of boys.

● In the February **Journal of Home Economics,** Isabell R. Everett reports a study made in the three high schools in Wilmington, Delaware, in the article *Who Buys the Family Groceries.* Included is information on the purchasing habits of 32 Negro families. Some of the findings are that: "White mothers made 45.9 per cent of the total purchases of their families, whereas Negro mothers made only 33.8 per cent. White girls from 15 to 18 years old made 24.2 per cent of the total family purchases; Negro girls of the same age, 20.1 . . . Apparently Negro women go to the grocery store a little less frequently than white women. The men from white and colored families go to the store with about equal frequency, but the colored men spend more money on the average purchase than either white men or colored women . . . ."

● New on the scene is **The Journal of the Carver Chemical Society,** published at Tuskegee Institute, Alabama. The first issue gives a preview of what should be an important publication in its field.

● Timely is the article *Developing An Effective Public*

Relations Program, by Lyle W. Ashby, in **School Management** for January. One of his significant statements is that "Facing the future the effective school administrator must push his thinking out beyond the bounds of the old forms. With vigor and rigid persistence he must question his educational program. Earnestly must he seek in cooperation with the people to find the points at which he can improve the service of the schools to the community and to the problems of democracy—the hard, hard problems of unemployment and housing, and class struggle and many others. Then he will be proving the worth of the schools by his courageous action in the interest of community and country. He will be a good school administrator. He will be a good interpreter."

● Readers should find interesting the December "Special Negro Number" of **The New International,** organ of the Socialists Workers Party. Its key articles deal with *The Negro in Southern Agriculture,* by Robert L. Birchman, and *Revolution and the Negro,* by J. R. Johnson.

● *Dry Fields and Green Pastures,* is the title of the eleventh retrospective review of contemporary Negro literature and art published during 1939. The author is Alain Locke and the article appears in **Opportunity** for January. Also interesting is Seaton W. Manning's article, *The Colored Worker in New England.*

● In the December issue of **Student Life,** Anna Park gives a brief description of a laudable project at Central High School, Chattanooga, Tennessee, to promote interracial understanding, in the article *Human Relations.*

● A welcome addition to the periodical field is **The Wilberforce University Quarterly,** edited by Dr. V. V. Oak. The first, December, number is well edited and its new and pleasing format should make it widely read for the value and interest its articles and features possess.

● *Shoe Shine Boy,* is the title of an unusual project in Richmond, Virginia, as told by Lee G. Crutchfield in the December issue of **Recreation.** It is an account of the formation of the Richmond Shoe Shine Boys' Club by Herbert Thompson, boys' worker on the staff of the Colored Recreation Association, and P. N. Binford, Superintendent of Municipal Recreation. The results achieved from this effort to organize this group of boys who were creating a disturbing problem should serve as an excellent example of what can be done in similar instances in many other cities where the need exists.

● The January issue of **The American Teacher,** the organ of the American Federation of Teachers, is devoted to the question of race and racial relations. Readers are urged to secure this issue because of the vital importance of the consideration which its articles, contributed by persons of various racial groups, gives to this question which is receiving growing and intelligent interest and treatment.

● Attention is called to the January issue of **The Educational Record** which is issued together with a supplement number reporting the proceedings of the Eighth Educational Conference held in New York City last October and sponsored in part by The American Council on Education. In the main issue of this journal are several interesting contributions including: a paper on *The Status of Teaching in the American University,* by Edmund E. Day; a review of the work of the Advisory Committee on Education in the article *Federal Relations to Education,* by Howard D. Dawson and William G. Carr; *The Tide of Youth,* by Rufus D. Smith, who discusses reasons for the concern of universities in the decreasing enrollments; a comprehensive treatment of *The Colleges and the Courts in 1938-39;* and *A Bibliography in General Education,* by Earl J. McGrath, who presents an extensive and carefully selected list of references in this field.

● The October-December issue of the **National Negro Health News** is the preliminary bulletin of the 26th observance of National Negro Health Week, to be held March 31 to April 7, 1940. The National Negro Health Week Committee, U. S. Public Health Service, Washington, D. C., invites inquiries and suggestions for this program.

● In the November issue of the **Peabody Journal of Education,** L. J. Willis reports on *A Comparative Study of the Reading Achievements of White and Negro Children.* The study was confined to seventh grade pupils in the school system of Nashville, Tennessee. Some of the conclusions are: "Chronologically the Negro children were older than the white children . . . . the mean mental age of the seventh grade white children was superior to the mean mental age of the Negro children as measured by the Kuhlmann-Anderson Intelligence Test. . . . . The white children had a higher mean intelligence quotient than the Negro children . . . . There were no significant differences in visual and in auditory acuity between the two races . . . . The reading environment of the white children was found to be superior to the reading environment of the Negro children in certain respects. The white families had more books in their homes than did the Negro families. A larger percentage of the families of white children subscribed regularly to newspapers and magazines. The number of volumes in the white school library was only a little larger than the number in the Negro school library . . . ."

● Recent issues of **The Negro History Bulletin** deal with the following themes: The Negro in Professions, in the December number; The Negro in Business, in the January number; and Negro Labor, in the February number.

BOOK NOTES AND REVIEWS

Family Behavior: A Study of Human Relations, by Bess V. Cunningham. (Philadelphia, W. B. Saunders Co., 1937. 471 pages. $2.75.)

This book, as the author states in the Preface, was written for the college student "who is interested in obtaining an improved perspective on life in a family." Because of the practical aim of the book "the mental hygiene aspects of family behavior are stressed throughout the book." Both of these aims have been achieved through a wise selection and organization of materials, not to mention the clear and attractive manner in which they are presented. The chief value of this book lies in the fact that the author has presented in a succinct but simple and understandable form a wealth of materials bearing on the life of the family and its relations to other aspects of community life. Teachers as well as students will find this a valuable handbook on the family.

E. Franklin Frazier.
Professor of Sociology
Howard University, Washington, D. C.

Our Racial and National Minorities: Their History, Contributions, and Present Problems, edited by Francis J. Brown and Joseph Slabey Roucek. (New York, Prentice-Hall, Inc., 1937. 877 pages. $5.00.)

This book, which embodies essays by thirty-one contributors, not only provides data on the various minority peoples in American life but discusses the racial and cultural conflicts arising from their presence in America and the relation of these problems to education. In the first part of the book, the general character and the common problems of minorities are defined and analyzed. The second section of the book includes contributions by various authors on the character and problems of specific groups, including the Jew, the American Indian, and the Hindu who are often left out of such discussions. The third part deals with the racial and cultural conflicts of various groups especially in relation to education. In the fourth and last section, the idea of "cultural pluralism" is set forth in the evaluation of the contributions of the various minorities to American culture. The several chapters in the book dealing with the American Negro were contributed by the late James Weldon Johnson. A reading of this book will help Negroes, especially teachers, to view their problems in a broader perspective.

E. Franklin Frazier.

Lisping Leaves, by Ida Rowland. (New York, Dorrance. $1.50.)

A new singer has appeared on the Oklahoma prairies. Her lyrics of love and light and laughter possess a fresh charm and delight for all poetry lovers. There are unfettered lines that scoff at poetic convention and arrange themselves in dramatic abandon at their own sweet will. Almost without exception the verses are subjective and one feels the battle against odds, the joy of accomplishment, the delight and despair of love, the strong spirit—master of its own fate, yet naively betraying the inadequacy of humankind.

There is a universal appeal about *Lisping Leaves*. In only a few instances does the young author let the shadow of her race narrow her horizon. But when she asks

> "Is it not enough
> That I should walk hand in hand
> Each day with morbid fear——"

the tragic face of Black America breaks for a moment through our present calm.

Miss Rowland is a teacher of psychology at Langston University.

Josie Craig Berry.
Dean of Women
C. A. & N. University, Langston, Okla.

The Negro in Sports, by Edwin Bancroft Henderson. (Washington, The Associated Publishers, Inc. 1939. 360 pp. $2.)

As head of the Department of Health and Physical Education in the schools for Negroes in Washington, D. C., Mr. Henderson is ably qualified to write a book which he states "is hopefully a beginning of a serious effort to put before the youth the story of a few of the outstanding athletes, and is also intended to encourage young people to maintain the racial vigor and health handed down to them by our ancestors who have survived the rigors of a severe civilization."

As a review of Negroes who have distinguished themselves in the various sports it represents a laudable effort. Mr. Henderson has collected materials which give an interesting story of the accomplishments of these persons, male and female. That alone makes it a good book to read and own. On the point of emphasis, there are many persons connected with athletics in colleges for Negroes in the South who would feel that the athletes in their colleges have not received as much mention as they might have. This feeling is substantiated by the fact that a majority of Negro youth, athletically inclined, attend colleges in the South most of which are not blessed with large sums to spend upon their athletic programs. This fact alone often makes many of these youth find themselves on a team with only one coach, very little in the way of elaborate equipment and training facilities, a small squad, heavy schedules both academic and athletic. Under such handicaps they must become stars "the hard way." These coaches and other interested persons would liked to have seen something about the exploits of such fellows as "Tubby" Johnson, Ben Stevenson, Frank Stanley, Jimmy Lunceford, and many others; such teams as those of "Old" Meharry, Tuskegee, Atlanta, Langston, Wilberforce, Lemoyne, etc., which when in their stride have made national history;

such coaches as "Chief" Aiken, Cleve Abbott, Jack Adkins, the Long brothers, etc. In other words they must feel that there has been too much emphasis upon Negro athletes who have earned their laurels in white universities. While their achievements are noteworthy the picture of the Negro in sports cannot be complete unless due emphasis is given to the Negro athlete in Southern institutions whose abilities are on a par with his brothers attending mixed colleges. If we are to encourage our youth to enter athletics in our own institutions, we must accordingly see to it that history does not omit them from its pages.

The Urban Negro Worker in the United States, 1925-1936, Vol. II, by Robert C. Weaver. (Washington, U. S. Government Printing Office. 1939. 87 pp. 25c.)

Volume 2 of the materials from the Survey of the Training and Employment of White-Collar and Skilled Negro Workers deals with *Male Negro Skilled Workers in the United States, 1930-36.* It concerns itself with the occupational shiftings and social characteristics of 78,330 male Negro skilled workers in 81 cities. The author's rather thorough analysis of the data makes this not just another statistical presentation but a work of significant importance in view of the present and impending crises in employment opportunities for Negroes in this country. This volume should find its way into the hands of employers, teachers, students and others whose interests and activities center upon this focal problem of Negroes.

Education for Democracy, edited by Thomas H. Briggs and Will French (New York, Bureau of Publications, Teachers College, Columbia University. 1939. 466 pp. $2.50.)

This volume contains the proceedings of the Congress on Education for Democracy held at Teachers College, Columbia University, on August 15, 16, and 17, 1939. "The addresses printed in this volume, given as they were by men and women from different countries, representing all shades of opinion, save the most radical and ultra-conservative, reveal the crisis in which we find ourselves, the confusion as to definitions and terms, the variation among and occasional conflict between the solutions, suggestions, and the inadequacy of even our best practices."

The Congress was attended by delegates representing organizations and institutions serving the various peoples of America. Readers will want to acquire this volume for the importance and significance of the many addresses dealing with a subject which is so vital to every American at the present time.

Helping Adults to Learn, edited by John Chancellor. (Chicago, American Library Association. 1939. 296 pp. $3.)

Subtitled "The Library in Action" this volume is presented by the Adult Education Board of the American Library Association as a "suggestion book" for librarians and libraries in their adult education programs. The book is divided into three parts. Part one includes 26 contributed articles about programs being conducted in small, medium-sized, and large libraries. Part two consists of six contributed articles speculating on what might be done in the future planning and executing of library-adult education programs. Part three is a sketch of a library organized for informal education contributed by the editor. The major emphasis of the book is not on *what is done* but what might be done in library-adult education. This is a valuable book for librarians and others whose responsibility it is to foster and direct the education of adults.

The Negro and the Drama, by Fred W. Bond. (Washington, The Associated Publishers, Inc. 1939.)

What have the Negro schools and little theatres done in the rapidly growing field of drama?

Fred W. Bond, professor of Speech and Drama, West Virginia State College, scientifically answers this question in this volume. It is a document filled with informative data of the Negro's dramatic achievement.

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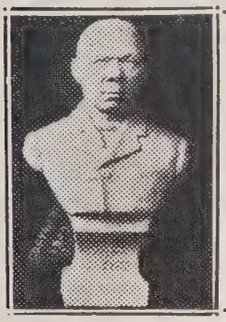

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MAY 8 1940

THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

"WE MUST become mechanics; we must build as well as live in houses; we must make as well as use furniture; we must construct bridges as well as pass over them; before we can properly live or be respected by our fellow-men. We need mechanics as well as ministers. We need workers in iron, clay, and leather. We have orators, authors, and other professional men, but these reach only a certain class, and get respect for our race in certain select circles. To live here as we ought we must fasten ourselves to our countrymen through their every day, cardinal wants. We must not only be able to black boots, but to make them. At present we are in the Northern States unknown as mechanics. We give no proof of genius or skill at the county, state or national fairs. We are unknown at any of the great exhibitions of the industry of our fellow citizens, and being unknown, we are unconsidered."

(Excerpt from letter written by Frederick Douglass to Harriet Beecher Stowe, March 8, 1853.)

MARCH - APRIL, 1940

The National Educational Outlook Among Negroes

Published Five Times a Year at
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VOL. 3 MARCH-APRIL, 1940 No. 4

WHAT CONSTITUTES A TRUE AMERICAN?

(Reprinted from *Student Life* for February)

WILLIAM KING
Wendell Phillips High School, Chicago, Ill.

(EDITOR'S NOTE: *We are presenting the following reprint from the magazine "Student Life," 5835 Kimbark Avenue, Chicago, Illinois, to show what can be accomplished in spite of over-whelming odds. Also published in that magazine is the life story of William King, a Negro lad who lost his eyesight in 1933 but through the encouragement of his family, friends, teachers, classmates, and others is continuing his education. He states that "I am a great lover of music and other arts. The radio has been my 'Life Saver.' My hobby is making others happy. I like to make things. My ambition is to become a lecturer or an orator."*)

AN IDEAL American is a person who is loyal and patriotic to his country; one who does good for his country and helps others; one who shows no partiality; who believes in God and justification of law; who abides by the Constitutional Government and regulations of law; who lives a clean Christian life and holds his torch high so that others may see his excellent qualities and model after him; one who pays equal tribute regardless of race, creed, or color, and who believes in religious toleration; one who is willing to sacrifice for democracy and liberty; one who finds the good qualities of a man and not his bad ones; a person who praises his flag and country and does not condemn them; one who shares his ideas and ways of living; one who believes in peace, freedom and democracy, and has devoted himself to the betterment of his country; and who respects womanhood. If all individuals had these qualifications, there would be no need for torpedoes, guns, ammunition, bombs, poison gas, bayonets, and other destructive instruments of civilization.

[The essay by William King was awarded the Grand Prize in the Americanism Essay Contest, 1939, conducted by the Kiwanis Club of Chicago for high school students in Cook County. The topic specified was "What Constitutes a True American?" Kiwanis Clubs in the county held local contests in their own communities, and the winning essays were submitted in competition for the Grand Prize. Nothing was known of the background of the writers of these winning essays until the final decision was made. It was then discovered that the winner of the Grand Prize was a blind Negro boy, nineteen years old, third-year student at Wendell Phillips High School, who does all his school work in Braille. He was invited with the second-place winner, Helen Stankowicz, to present his essay at a meeting of the Kiwanis Club of Chicago, November 30, 1939, and read it from a copy written in Braille. On December 3 William was invited to present his essay over the air on Dr. Preston Bradley's Service.]

THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES is a bi-monthly magazine devoted to the advancement of education among Negroes. It is designed to serve ALL interested persons, teachers on all educational levels, and in all sections, administrators of schools and colleges, and public and private school officials; also it features items of interest to school patrons, students and pupils. The magazine serves as a medium of expression for those who have ideas and suggestions for the solution of educational problems, and as a permanent record of the progress of education among Negroes.

The responsibility for opinions and accuracy of fact is assumed by the authors of contributions who sign them and not by the editorial staff. While we shall make every effort to protect our readers from misrepresentation we cannot generally indorse every statement made by contributors.

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ON THE EDUCATIONAL NEWS-FRONT

On July 4, 1881, a young Negro opened school in an old church in Tuskegee, Alabama. One wonders if any of the thirty students present on that first day realized the historical significance of that occasion or the mark their teacher would make on the pages of time. This same teacher 14 years later was to wonder as to his own future as he prepared his speech to be delivered at the Atlanta Exposition of 1895. The reception of that speech as well as the achievements of this man have been wide and notable. On Sunday, April 7, a large group of students, teachers, friends, trustees again gathered to pay honor to the memory of Booker T. Washington. Further than that was the presence of the Postmaster-General of the United States, James A. Farley, who broadcast a nation-wide tribute to "the father of his people" and announced the placing on sale of the Booker T. Washington stamp (10c). This stamp is one of a series honoring Americans of distinction. It is quite fitting that the first stamp ever issued in the United States with the picture of a Negro should be that of Booker T. Washington. On Wednesday, May 15, the Blue Network of the National Broadcasting Company will broadcast the Atlanta Exposition address of Mr. Washington as one of a series in the program *Echoes of History,* dramatizations of historic orations. The time of this broadcast will be from 2:15 to 2:30 p.m., Eastern Daylight Saving Time.

The recent observance of two annual events helped to make us more conscious of our relations with each other and our environment. The first of these was the National Urban League's Eighth Vocational Opportunity Campaign which was conducted during the week of March 10-17. Having as its theme "Train Today for Tomorrow's Job," this campaign was widely conducted and should serve to stimulate youth, and adults too, to begin now in seeking adequate training for occupational fitness. Two small pamphlets were issued in connection with the campaign: *A Worker's World,* by Roberta Randolph, calling attention to the labor union relationship to the vocations of Negroes; and *A Message to Negro Youth,* by Wenonah Bond Logan, suggesting to youth the things they need to consider in planning their vocational future. Both of these pamphlets are useful and good to have. If some are still available at the League's offices at 1133 Broadway, it would pay readers to acquire a copy of each. The other event was the 26th observance of National Negro Health Week, March 31-April 7. The special objective for the year 1940 is "Cooperative Endeavor for the Attainment of Community Health." This event was also widely observed. Sponsored by the National Negro Health Movement and the National Negro Health Committee this period of emphasis on what is a year-round service helps to make us more conscious of the health of the communities in which we live as well as of our own health.

From all indications the forthcoming book, *Sharecroppers All,* by Arthur T. Raper and Ira De. A. Reid, to be published by the University of North Carolina Press, will really get to the heart of the race problem in the South. Pulling no punches, the authors have made a rather exhaustive study and presentation of the problem. Atlanta University's new magazine, *Phylon,* includes in its first issue an article written by Raper and Reid, based on materials from the book. Titled, *The South Adjusts—Downward,* it is a 22-page treatise on the plight of the Negro laborer. In the Winter issue of *The North Georgia Review* is another article from the book. This one, *Poor Land and Peasantry,* gives stimulation to honest thinking about the Southern regions and their impact upon the people.

A few activities in the colleges include the following:

Bishop Francis J. McConnell, Dr. C. Y. Trigg, and Dr. C. F. Jenkins are to be the commencement speakers at Bennett College.

Fisk University's 11th annual Festival of Music and Fine Arts, featuring music, art and drama, was held April 19-21.

Scholarships of various denominations will be available to men and women planning to attend Atlanta University during the academic year 1940-41. Graduate study in the arts and sciences will be offered. Applications for scholarships should be made on or before June 1, 1940.

Georgia's bustling Fort Valley State College recently held a Music Art Festival. The guest of honor was W. C. Handy, famed "Father of the Blues."

Recent meetings of organizations of educators included the following:

The National Association of Deans and Registrars in Colored Schools met at Langston, Oklahoma's Colored Agricultural and Normal University. John P. Whittaker, registrar at Atlanta University and Morehouse College, was elected as president.

The Association of Social Science Teachers in Negro Colleges convened at Howard University. Virginia State College's history professor Luther P. Jackson was named as president.

Among the organizations meeting in convention with the 70th annual convention of the American Association of School Administrators, in St. Louis, was the National Advisory Committee on the Education of Negroes. A

noteworthy project, sponsored by the American Teachers Association during the meeting, was the winner given in honor of those Negroes who had devoted 35 years or more of administrative service to the education of Negroes.

(Recently issued is Negro Statistical Bulletin No. 2, *Convention Dates of Negro Organizations, 1940.* Copies are available to those requesting them from the Acting Specialist, Negro Statistics, Bureau of the Census, Department of Commerce, Washington, D. C.)

Advocating the theme "city government is a business —make it your business," 15 original radio dramatizations on "Municipal Government" are now available free to local school and civic groups actively interested in better government through educational radio. The various scripts are listed, together with about 500 other specially-selected scripts on a variety of subjects, in the Fourth Edition Catalog (10c), latest publication of the Educational Radio Script Exchange, U. S. Office of Education, Washington, D. C.

The Iota Phi Lambda Sorority is a national organization devoted to promoting higher education among women and interest in the development of business enterprises. To that end a national scholarship is given each year to a selected person for business training on the college level, and programs designed to stimulate interest in business are promoted during a National Business Week. The Washington chapter, Gamma, held their first annual Negro business show, April 9-10. In addition to the show, were a typewriting contest and a business forum.

Some of the "stand-out" magazines of recent issue include:

The March and April issues of *The Negro History Bulletin* dealing respectively with Negro Inventors, and Negro Architects; the initial issues of *Phylon,* the Atlanta University Review of Race and Culture, and the Arkansas A. M. & N. College *Informer;* the March issue of the Virginia Teachers Bulletin, with a new and pleasing format; and the March number of *Opportunity,* the annual vocational opportunity and guidance issue.

An intensive drive to overcome the acute shortage of library service and facilities for Negro citizens in southern States is being conducted by the Work Projects Administration. Current reports from eight States show that WPA library service projects are bringing books to many thousands of Negroes who would not otherwise be able to obtain them.

Some idea of the inadequate provision made for Negro readers in the South is given by the findings of the Advisory Committee on Education. This body, appointed by President Roosevelt, found that during 1935 only 94 out of a total of 509 public libraries in 13 southern States served Negro citizens. Over one-half of the libraries with services and facilities available to Negroes were located in four States: West Virginia, Kentucky, Texas, and North Carolina. The combined Negro population of these four States constituted only 24 per cent of the total for all of the 13 southern States. Nearly one-fifth of all libraries available to Negro readers were remote from the main centers of Negro population.

New employment opportunities are being developed in the field of management and maintenance of low-rent housing projects, a recent check-up by the United States Housing Authority indicates. Already, nine local housing authorities have named Negro managers of USHA-aided projects with predominant Negro occupancy. These managers administer the projects under direction of the local housing authority and supervise staffs of clerical and maintenance workers of varying sizes.

The appointees are Casius M. Brown, William Howard Day Homes, Harrisburg, Pennsylvania; E. William Burnett, New Brooklyn Homes, Wilmington, North Carolina; Prince L. Elwood, James Weldon Johnson Homes, Philadelphia; William M. Gillespie, DeSoto Bass Courts, Dayton, Ohio; William E. Hill, Bedford Dwellings, Pittsburgh; Samuel L. McCoy, Sunset Homes, Augusta, Georgia; Benjamin Mitchell, Pine Haven, Daytona Beach, Florida; Charles Oliver, College Creek Terrace, Annapolis, Maryland; and Alfred D. Price, Willert Park, Buffalo, New York.

In addition to these recent appointees, there are 16 Negro managers of projects developed by the Housing Division of the Public Works Administration. Most of the PWA projects, as required by the U. S. Housing Act, have been leased to local housing authorities which have retained Negro management.

"A doctor's degree too often means mechanical proficiency, knowledge of accepted methods, principles or rules, and a reasonable acquaintance with the literature of the field of inquiry. Too few are the candidates who become discoverers, philosophers, exceptionally well-balanced men."—Bowman

BOOK NOTES AND REVIEWS

They Did Something About It, by Robert M. Bartlett. (New York, Association Press. 1939. 146p. $1.25.)

This is a timely book coming during a period in the history of civilization when young people face a chaotic and distraught world, feeling that there are no opportunities for them, and worse—that there is nothing they can "do about it." This book might be called a Reader's Digest of Biography, for in concise style, it relates the highlights in the lives of ten living greats (including Mary McLeod Bethune). Each of the ten persons are seen to be persons who achieve by conquering almost overwhelming obstacles. To this and oncoming generations the obstacles of poverty, race prejudice, social dogmatism and disease represent areas of opportunity for vocational endeavor. Race relations, labor relations, public health, housing, agricultural reform and land use are vocational fields of today just as definitely as the ministry, medicine and teaching were choice vocations for youth of the past quarter century.

L. Howard Bennett.

University of Chicago.

Education and Economic Well-Being in American Democracy, prepared by Educational Policies Commission of the National Education Association and American Association of School Administrators. (Washington, D. C., the Commission, 1940. 217p. 50c.)

This volume deals with the significance of increased amounts of education upon the economic life of the nation. Considered also are the relationships of education to the production and consumption of economic goods and services, as well as the problems and costs of making education effectively free for every child. It is written by Dr. John K. Norton with advice and assistance from Educational Policies Commission members and economic experts.

The Failing Student, by Kenneth L. Heaton and Vivian Weedon. (Chicago, The University of Chicago Press. 1939. 286p. $2.50.)

"This report is a service study sponsored by four Michigan colleges to assist them in their efforts to reduce the amount of academic failure through modifications in their plans of guidance, administration, and instruction."

A Short History of the American Negro, Fourth Revised Edition, by Benjamin Brawley. (New York, The Macmillan Company. 1939. 288p. $2.)

This edition of this widely used and important contribution is the last work of the late Dr. Brawley. It has been entirely re-written with the addition of many added features as well as the continuance of the list of questions for review and selected references at the end of the book.

In-Service Professional Improvement of Negro Public School Teachers in Tennessee, by George W. Gore, Jr. (New York, Bureau of Publication, Teachers College, Columbia University. 1940. 142p. $1.85.)

"This study pictures the present status of Negro teachers and the supervisory practices and teacher-education facilities available to them in the State of Tennessee. The author evaluates the findings in the light of present standards and uses the data to formulate a constructive state program for the professional growth of Negro teachers in service."

That All May Learn, by B. L. Dodds. (Chicago, The National Association of Secondary-School Principals. Bulletin No. 85, November 1939. 235p. $1.10.)

"A handbook of information published by the Implementation Committee for the use of American secondary-school principals and teachers who are trying to adjust the programs of their schools to the educational needs of all youth."

Safety Education. (Washington, D. C. American Association of School Administrators. 1940. 544p. $2.)

This volume, prepared by the Commission on Safety Education of the American Association of School Administrators, considers mainly "the procedures and activities carried on in the school or under the immediate direction of educators." Particularly helpful are the programs for elementary, secondary, and rural schools, and for adults. Included are an extensive, selected list of references and an appendix of sources of materials.

Black Labor Chant, by David Wadsworth Cannon, Jr. (New York, Association Press. 1939. 56p. $1.)

This volume of poems, by the talented Mr. Cannon who died in 1938 at the age of 28, was collected by his mother, Mrs. Gertrude Cannon. Well illustrated by track star John Borican, this publication can well stand as an example of the abilities of a member which the race could ill afford to lose.

Star Spangled Virgin, by Dubose Heyward. (New York. Farrar & Rinehart, Inc. 1939. 230p. $2.)

The author of *Porgy* and *Mamba's Daughters* has again produced a sympathetic story, this time of Negro life in the Virgin Islands. The story of Rhoda and Adam is vigorously and interestingly told.

Follow The Drinking Gourd, by Frances Gaither. (New York. The Macmillan Co. 1940. 270p. $2.50.)

"This is the story of the life and death of an ante-bellum plantation, from the day of its founding on the Alabama river until the day, a generation later, when its slaves began to hear the songs of the abolitionists calling them to freedom." It is the account of the evils of absentee ownership. Mrs. Gaither knows the ante-bellum South and presents a moving and fair picture of those days. Particularly outstanding is the characterization of Poldo.

Native Son, by Richard Wright. (New York. Harper & Brothers. $2.50.)

The talent the author revealed in his *Uncle Tom's Children* has blossomed into a rare bloom in this sensational book. Received enthusiastically all over the country, chosen as the Book-of-the-Month Club selection for March, almost a quarter million copies of this book were sold within two weeks. Any attempt to review Mr. Wright's book here would be anti-climatic. Negroes and whites should read this book which pictures the possible dire consequences of the continual frustration of the natural desires of a race.

RECREATION FOR NEGRO YOUTH

The individual successes of Joe Louis, Jesse Owens and Paul Robeson, and other Negro athletes of the past or present who have distinguished themselves in the field of sports, serve by contrast to highlight the "woefully inadequate" recreational opportunities open to American Negro youth as a whole. This was pointed out by Floyd W. Reeves, Director of the American Youth Commission, in announcing preliminary findings in a series of research studies concerned with the problems of Negro youth, which, because of various factors, has as a group the highest ratio of unemployed, of illiteracy, and the largest proportion of arrests and convictions for crime. Studies of the Commission, organized in 1935 by the American Council on Education, Washington, D. C., and headed by Owen D. Young as acting chairman, are for the purpose of making specific recommendations to carry out the Commission's program to meet the health, education and job needs of the nation's 4,000,000 unemployed youth between 16 and 25 years of age.

Recreational facilities, according to the studies of the Commission, are limited to cities in the East and Midwest, where absence of social restrictions permit Negro youth to participate in school and community activities, to a few cities which have made special recreational provisions for Negroes, and those cities having Negro high schools or colleges which encourage athletic programs.

A national stock-taking of opportunities for organized recreation, according to Mr. Reeves, shows that colored branches of the Y.M.C.A. and Y.W.C.A. provide either gymnasiums, swimming pools, game rooms, and vocational classes in about 60 cities; Negro settlements and community centers exist in only approximately 40 cities; Boy Scout troops are to be found in at least 200 communities, and either Girl Scouts or Camp Fire Girls troops for Negro girls exist in only 66 cities.

Absence of normal recreational opportunities is today made more serious by the increasing job competition which has upset the traditional balance of employment between whites and Negroes, explained Mr. Reeves. "Unemployment among whites has sent them scurrying to seek jobs traditionally filled by Negroes, until today the only jobs in which Negro youth do not have to complete with white are those of Pullman porter and dining-car waiter.

"This competition, and resulting decrease in opportunity, is reflected in the estimate that 35 per cent of all colored youth are unemployed, as opposed to 30 per cent in the case of white youth.

"The importance of providing adequate recreational opportunities to colored boys and girls of America is obvious, and has a definite place in any sound program seeking not only to increase their work opportunities, but directed to the elimination of illiteracy and to safeguarding health."

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"A PLEA"

AT THE close of the school year 1938-39 and at the end of the 1939 Summer Session, institutions graduated people from the various levels of education. These persons deserve congratulations, for they have sacrificed much. But, all credit does not go to them; for some goes to those parents, that wife, that husband, those relatives, and those friends, who have sacrificed for the graduates. These relatives and friends may have encouraged and inspired the students to go on and on. My plea, graduates, is, give credit where credit is due.

Regardless of what certificate you received, regardless of what degree you hold, do not feel that the world owes you something. Assume Herbart's attitude. He believed the aim of education was to develop an individual so that he would go into the world with interest and ability in various things. He emphasized virtue or moral character as the vital aim of education.

As you enter the activities of the world, endeavor to help those around you to live complete lives. In Spencer's "What Knowledge Is the Most Worth?" he defined education as follows: "How to live?—that is the essential question for us. Not to live in the mere material sense only, but in the widest sense. The general problem which comprehends every special problem is—the right ruling of conduct in all directions under all circumstances. In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilize those sources of happiness which nature supplies; how to use our faculties to the greatest advantage of ourselves and others; how to live completely?" And this being the greatest thing needful to learn, is, by consequence, the great thing which education has to teach. "To prepare us for complete living is the function which education has to discharge; and the only rational mode of judging any educational course is to judge in what degree it discharges this function." Thus certificates and degrees per se do not educate us. The purpose of education implies much.

We are very largely the sum total of our habits. We live the way our habits say we must live. Therefore, graduates, as you use your knowledge in the world discard those habits that you do not like. You can form new ones. When one wants to form new habits, he must start with all the enthusiasm at his command. He must make the new habits the most important thing in the world to him for the time being. Grasp every opportunity to put your new habits to use. Don't permit yourself to fail.

While it is a sign of achievement to possess certificates and degrees, the lines below bring out the greatest needs.

"A little more kindness, a little less creed;
A little more giving, a little less greed;
A little more smiling, a little less frown;
A little less kicking a man when he's down;
A little more 'we' and a little less 'I';
A little more laugh, a little less cry;
A little more flowers on the pathway of life;
A fewer on graves at the end of strife."—Anon.

"Wisdom is the principal thing; therefore get wisdom;
And with all thy getting get understanding."—Prov. 4:7.

A PLEA!

WILLIAM S. MAIZE, Acting Dean,
State Teachers College,
Fayetteville, N. C.

THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES

"WE ARE not impressed by the argument that law enforcement methods such as those under review are necessary to uphold our laws.

"The Constitution proscribes such lawless means irrespective of the end. And this argument flouts the basic principle that all people must stand on an equality before the bar of justice in every American court.

"Today, as in ages past, we are not without tragic proof that the exalted power of some government to punish manufactured crime dictatorially is the handmaid of tyranny. Under our constitutional system, courts stand against any winds that blow as havens of refuge for those who might otherwise suffer because they are helpless, weak, outnumbered, or because they are nonconforming victims of prejudice and public excitement. Due process of law, preserved for all by our Constitution, commands that no such practice as that disclosed by this record shall send any accused to his death.

"No higher duty, no more solemn responsibility, rests upon this court than of translating into living law and maintaining this constitutional shield deliberately planned and inscribed for the benefit of every human being subject to our Constitution of whatever race, creed, or persuasion."

(Excerpt from opinion of the Supreme Court of the United States delivered by Mr. Justice Black, February 12, 1940, reversing the judgment in the case of Chambers, Williamson, Davis, and Woodward vs. the State of Florida. The four young Negro men were sentenced to death on the strength of their "confessions" secured after compulsion was applied.)

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EDITORIAL COMMENT

Announcement

The National Education Press, Inc., regrets to announce that after this issue the publication of THE NATIONAL EDUCATIONAL OUTLOOK AMONG NEGROES will be suspended.

For three years this educational journal has endeavored to bring to its readers a digest of the most modern educational theories and a panorama of the best educational practices. It has given opportunity for expression to an ever increasing number of persons who desired to present their views by exposition, description, narration, or argument. It has brought information, inspiration, and leadership to thousands of educational workers.

The only educational monthly magazine for Negroes, it was designed to promote their educational advancement through: (1) Dissemination of general educational information; (2) presentation of educational facts; (3) promotion of professional spirit; (4) diffusion of the best practices in schools; (5) encouragement of race pride and independence; (6) stimulation of initiative and creative imagination; (7) recognition of educational achievement; and (8) application of education to health, home, vacation, citizenship, leisure, and character.

The magazine at one time reached a peak of over 7,000 circulation with more than 30,000 readers; but, due to a series of circumstances over which we had little or no control, it was not possible to make it self-supporting. While those promoting the enterprise have not made a single penny out of it, they do have the satisfaction that they did their best to render a public service, the need of which was universally recognized. We extend our sincere appreciation to all who in any way gave support and encouragement to our efforts.

We are still confident of the need for a professional organ of the quality we published, and we hope to be able to resume operations at a more propitious time.

ON THE EDUCATIONAL NEWS-FRONT

The first summer workshop of the Study of Secondary Schools by the Association of Colleges and Secondary Schools for Negroes opened on the campuses of the Atlanta University system on June 10 for a period of six weeks under the direction of Mr. William A. Robinson, principal of the Atlanta University Laboratory School.

On the staff are Lutrell F. Palmer, principal of the Huntington High School in Newport News, Virginia; A. Elder, dean of the North Carolina College for Negroes; William H. Brown, a member of the faculty of the Atlanta University Laboratory School; and G. L. Miller, head of the department of social studies at Hutchins Intermediate School and a member of the staff of Wayne University. Part-time staff members are Dr. W. W. Young, head of the department of psychiatry and neurology at Emory University; and W. H. Robinson, of the faculty of Huntington High School in Newport News, Virginia.

Opportunity at the workshop is provided for principals and teachers to work intensively on problems affecting curriculum revision. There will be an attempt at a clarification of the various schools' philosophies, and an understanding of new administrative procedures. Attendance is confined to representatives from the schools in the Association.

In cooperation with the American Youth Commission, the National Broadcasting Company is presenting a series of six weekly programs entitled "Youth Tells Its Story" at 7:15 p.m., EDST, over the NBC-Blue Network.

The following are the topics yet to be broadcast: June 24—"Help Wanted!"—Job Placement, July 1—"Nothing's Free But Time"—Recreation, July 8—"Our Town Wakes Up"—Coordinated efforts in communities.

The first portion of each of the broadcasts will dramatize the negative aspects of a particular youth problem centered in a hypothetical town where the bad features are most evident. The program will then switch to a community which has combated the evils described, and introduce a speaker from this community.

Negro nurses and teachers in four southern states will receive scholarships to study at the University of Michigan Summer Session, it was announced by Dr. Kendall Emerson, managing director of the National Tuberculosis Association. Their subjects will be in Health Edution.

Mrs. Imogene M. Bunn, Negro nurse in the public schools of Richmond, Va., is one of the winners. Other winners of the scholarships are: Miss Agnes B. Middleton, employed by the Elizabeth City State Teachers College and formerly education director of St. Agnes Hospital in Raleigh, N. C.; Miss Lavinia W. Neal, health counselor at Madison Junior High School, Louisville, Ky.; Miss Dorothy Ury, a teacher of health and hygiene at Beach-Cuyler High School, Savannah, Ga.

Under the sponsorship of a newly organized National Committee for Safety Education in Negro Education, the New York University Center for Safety Education is conducting a series of one- and two-day institutes on safety education at nineteen Negro teacher-preparing institutions in ten Southern states and the District of Columbia. Approximately 15,000 Negro teachers in elementary and secondary schools throughout the Southern states who will be attending the summer sessions of the cooperating institutions are expected to participate in the safety education institutes. At each cooperating institution lecture-demonstrations on the principles, problems, and practices of safety education will be conducted by Dr. Charles C. Hawkins, research associate on the staff of the Center for Safety Education. Dr. Hawkins will illustrate his discussions with a specially prepared exhibit of safety education materials.

In New York City a Harlem WPA class in salesmanship has made a noteworthy record in placing 700 of its "graduates" in private jobs during the past five years. The class, a part of the adult education program of the WPA, was organized in cooperation with the 135th Street Branch of the YMCA and is under the direction of Warren R. Cochrane. Records show that at present 15 neighborhood stores depend upon this WPA class in salesmanship for well-trained, courteous, neat and efficient salespeople.

A Negro newspaper digest will be produced by WPA workers on a project recently put into operation in Cleveland, Ohio. It will be the first digest of Negro newspapers to be made by the WPA. Eleven persons are now employed on the project, among them several newspaper men and college graduates. Their duties will include abstracting news items, features and editorials from four selected Negro weekly newspapers. The abstracts will be taken from files dating back to 1937.

Library services provided by the Work Projects Administration in Texas have enabled many Negro citizens to extend the horizon of their knowledge as never before. Reports made public list fourteen Texas cities and towns where library services are now available to Negroes. Abilene, Brenham, Chapel Hill, Dallas, Fort Worth, Houston, Marshall, Prairie View, San Angelo and Taylor are among the urban centers cited.

Dr. Malcolm S. MacLean, the recently elected president of Hampton Institute to succeed Dr. Arthur Howe, makes the following statement:

"As the new president of Hampton Institute I am conscious of a very real loss in the passing of Robert Russa Moton. The great accomplishments of his noble life filled as it has been with courage and creative work will continue to be an inspiration to me and to all factors in the large Hampton family of students, staff, alumni, and trustees.

"I am glad that I was privileged to meet and confer with him a month ago. I had counted upon his valuable service as a senior member of the Board of Trustees and feel keenly his loss both personally and in the field of new responsibility and work which I am about to enter."

Among the interesting and helpful articles appearing recently in magazines are: *Exit the Hovel-Type Negro School,* by Superintendent Clarence M. Danelly, Montgomery, Alabama, City and County Public Schools, in the May issue of *The School Executive; Working Together at Hampton,* by Stella M. Wiley, in *Practical Home Economics* for June; *Elementary Education of Negroes,* by Ambrose Caliver, contributed to the May issue of *School Life;* the April issue of *The American Teacher* devoted to Federal Aid—1940; and the May and June issues of *The Negro History Bulletin* emphasizing respectively, "Early Engineering and Its Development," and "The Story of the Exceptional Negro."

E. P. Dutton & Company, in conjunction with *The Virginia Quarterly Review,* announce that they will offer annually a cash prize of $2,500, together with a gold medal to be known as the Thomas Jefferson Medal, for the best book manuscript submitted by a Southern author. One thousand dollars of the award is offered as a cash prize, and $1,500 as an advance on royalties. The competition is open to authors born in the South, regardless of present residence, and to those now living in the South who have resided there for at least five years, regardless of place of birth. Authors of previously published books are eligible. The contest is now open and will close April 13, 1941, the anniversary of the birth of Thomas Jefferson. For further details and application blanks, write to *The Virginia Quarterly Review,* One West Range, Charlottesville, Va.

The twentieth annual observance of American Education Week has been set for November 10-16, 1940. The theme for 1940 will be Education for the Common Defense. It is sponsored by the National Education Association, American Legion, U. S. Office of Education, and National Congress of Parents and Teachers.

Tips to Teachers

(An annotated listing of free or inexpensive materials readily available to interested persons who should apply to the Superintendent of Documents, Washington, D. C., for all government publications, and directly to the issuing offices for the other materials.)

GOVERNMENT PUBLICATIONS

● The Library Division of the U. S. Office of Education has issued recently 3 useful bibliographies: *500 Books for Children,* by Nora E. Beust (Bulletin 1939, No. 11. 15c), a selected list of readable books for pre-school and elementary school children; *One Dollar or Less, Inexpensive Books for School Libraries,* by Edith A. Lathrop (Pamphlet No. 88. 5c); and *Bibliography of Research Studies in Education, 1937-38,* by Ruth A. Gray (Bulletin 1939, No. 5, 35c), a listing of 3,890 theses and studies, including some relating to the education of Negroes, reported by 159 institutions.

● Other recent Office of Education publications available include: *Good References on the Life and Education of Negroes,* compiled by Ambrose Caliver and Ethel G. Greene (Bibliography No. 68. Copies may be had free of charge upon application directly to the U. S. Office of Education, Washington, D. C.); *Clinical Organization for Child Guidance Within the Schools,* by Elise H. Martens (Bulletin 1939, No. 15. 20c); *Are the One-Teacher Schools Passing?,* 18 Years of History, by W. H. Gaumnitz (Pamphlet No. 92. 5c); *Opportunities for the Preparation of Teachers in the Use of Visual Aids in Instruction,* by Katherine M. Cook and Florence E. Reynolds (Pamphlet No. 89. 5c); *Opportunities for the Preparation of Teachers in Conservation Education,* by Katherine Cook and Florence E. Reynolds (Pamphlet No. 90. 5c); *Know How Your Schools Are Financed,* by Timon Covert (Leaflet No. 53. 5c), another leaflet in the "Know Your School" series; *Teaching the Grading of Feeder and Stocker Steers in Vocational Agriculture Classes* (Vocational Division Leaflet No. 4. 5c); *Cooperative Part-Time Retail Training Programs,* Kenneth B. Haas (Vocational Division Bulletin No. 205. 15c).

● *Jobs for American Workers—The Negro in the Government's Work Program* is the title of an interesting leaflet prepared and distributed free of charge by the Federal Works Agency, Washington, D. C. Application for copies should be made to the Agency's office of the Adviser on Negro Affairs.

BOOK NOTES AND REVIEWS

In a Minor Key, by Ira De A. Reid. (Washington, American Council on Education. 1940. 134p. $1.25.)

This is the introductory volume of a series of research studies into the Negro youth problem now being conducted by the American Youth Commission. It defines the problem in general, and implies the question, "What are we going to do about it?" Forthcoming studies will suggest specific phases of the problem for which answers must be found.

"Being a Negro in the United States is sometimes an estate of which one can be justly proud; at other times it is a thing apart from all that is good and desirable in a democratic society," says Dr. Reid at the outset. Then, taking one phase of life to a chapter, he proceeds to show that the second part of his sentence far outweighs the first, and that the cards are neatly stacked against America's 12,000,000 Negroes—black, brown, yellow, and white—from the cradle to the grave.

The writer's method of treating the Negro youth problem, sector by sector, is simple but effective. Each chapter falls into two parts, "The Story" and "The Fact," the first presenting a vivid summary of a large area of human experience—birth and death, health and disease, the home, the school, and the like—and the second buttressing the story with the facts. In short, *In a Minor Key* is the boiled-down essence of many studies and many statistics, selected by a Negro sociologist who puts his finger on sore spots of American life.

Negro youth, the author feels, are not unlike other American youth who start out with ambitions and hopes and face frustration and defeat, but race "throws its shadow across every phase of the Negro youth's life in the North and envelops every aspect of it in the South."

Playing Fair, A Book of Tolerance Plays, by Fanny Venable Cannon. (New York, E. P. Dutton & Co. 1940. 112p. $1.)

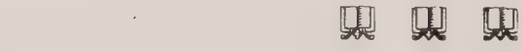
Now as never before youth need to learn the lessons of tolerance for members of their own as well as other groups particularly in America. One welcomes this book of four realistic dramas for students in junior and senior high schools. Each play deals with questions that may arise in high schools where students are drawn from diverse social and economic backgrounds. Many boys and girls will find in these plays a welcome solution to their own problems and an inspiration to keep this country free of economic, religious, and racial persecution.

Organizing and Memorizing, by George Katona. (New York, Columbia University Press. 1940. 318p. $3.50.)

"A new and fruitful study of the processes of learning done from the point of view of gestalt psychology. Its primary purpose is to show that the results of meaningful teaching and learning are different from those of mechanical memorizing and drill. It may very well be that this work, which opens up the road for a differentiation between senseless and meaningful learning processes, will eventually lead to significant improvements in the techniques of teaching and learning."

High Schools and Sex Education, by Benjamin C. Gruenberg and J. L. Kaukonen. (Washington, U. S. Government Printing Office, Educational Publication No. 7. 1940. 110p. 20c.)

This manual is a good thing for those cognizant of the importance of the problem of sex education to have. It is based on the observations and experiences of teachers in junior and senior high schools. Extensive bibliographies are appended to each chapter. This publication by the United States Public Health Service fills a long felt need for an adequate guide to sex education in the high school.



"When only rights are remembered and duties are forgotten, decadence sets in."

—Bowman.

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—Sidonius.

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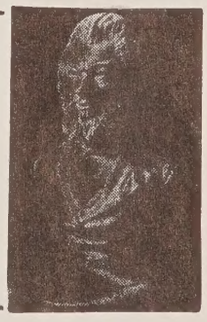

SCHOOL DAYS **RULE DAYS**

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No children of school age admitted during school hours, unless accompanied by an adult.

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Committee on Participation of Negroes in the National Defense Program

RAYFORD W. LOGAN
Professor of History, Howard University, Washington, D. C.

The Committee on Participation of Negroes in the National Defense Program grew out of the long fight waged by Robert L. Vann, publisher of the *Pittsburgh Courier,* for equitable participation by Negroes in all of the armed forces of the United States. As originally organized, it consisted of Colonel West Hamilton, Major Campbell C. Johnson, Captain Louis R. Mehlinger, Messrs. James E. Scott, Charles Houston, Ralph E. Mizelle, Henry Lincoln Johnson, Jr., and Rayford W. Logan, chairman. It represented the *Pittsburgh Courier,* the Improved Benevolent and Protective Order of Elks of the World, Negro Reserve Officers, the Omega Psi Phi Fraternity, the Kappa Alpha Psi Fraternity, the Alpha Phi Alpha Fraternity, the James E. Walker Post and the James Reese Europe Post of the American Legion, and the Washington Chamber of Commerce.

On May 14, 1940, representatives of this Committee, with Dr. Logan as spokesman, appeared before the Senate Subcommittee of the Committee on Appropriations, and urged such amendments to H. R. 9209 as would provide a general ten per cent strength of Negroes in all branches of the army except the National Guard where the present authorized strength made it necessary to limit this to five per cent. The Committee also requested the establishment of senior R. O. T. C. units in the Negro land-grant colleges, the assignment of Negro officers to combat regiments and the utilization of all four of the regular army regiments as combat troops. Charles Houston, who was absent from the city, submitted a somewhat similar brief.

Since the Appropriations Committee could not make changes in legislation, the bill was amended in H. R. 9850 to provide "That no person shall be excluded from enlistment in any branch of the military establishment on account of race, creed or color." But, we are informed, representatives of the War Department appeared before the House and Senate Conferees and objected to this provision on the ground that it implied discrimination on the part of the War Department. The provision was struck out. According to our latest information, the bill has been recommitted. The Committee is attempting to have a record vote when the bill is again reported out.

Further evidence of the attitude of the War Department is seen in the fact that while it is encountering difficulties in recruiting 15,000 soldiers by July 1, it has authorized the enlistment of only 314 colored soldiers. It appears, from information that we have obtained at the War Department, that there will be no general increase of the colored armed forces unless general mobilization is ordered. In view of the motorization and mechanization of modern armies, it is obvious that unless colored soldiers are organized now there will be the danger that in the event of general mobilization they will be assigned in large numbers to non-combat troops.

In the meanwhile, the non-military phases of the national defense program have become perhaps more important than the military preparations. The Committee therefore enlarged its personnel to include Mrs. Thomasina Johnson, representing the Alpha Kappa Alpha People's Council; President John W. Davis, of the Conference of Negro Land-Grant Colleges; Mr. Carrington L. Davis, President H. Councill Trenholm, and Dr. Howard H. Long, President, Executive Secretary, and Treasurer respectively of the American Teachers Association, Professor Frank Coleman of Howard University, and Drs. U. B. Martin and Millard R. Dean, representatives of the National Medical Association and the National Dental Association. The Committee immediately urged Mr. Sidney R. Hillman and Mr. Chester Davis, two of the key men in President Roosevelt's Advisory Committee, to see to it that Negroes are equitably integrated, from the beginning, in the national defense program. Both of these officials have promised an early interview with the Committee to go into the details of the necessary safeguards. In addition, Dr. John W. Studebaker, Commissioner of Education, who will play a significant rôle in the training program, has granted an interview for June 26 (the day after this article is being written) to discuss this vitally important training program.

In general, the Committee is watching closely developments in Washington in order to have written into all legislation and administrative regulations safeguards for the equitable participation by Negroes in all phases, military and non-military, of the national defense program. Dr. Logan presented a resolution to the Republican Resolutions Committee seeking its endorsement of this policy, and appeared before the Philadelphia Convention of the N. A. A. C. P. for the purpose of acquainting the audience with the work of the Committee. A representative will also appear before the Democratic Resolutions Committee. Invitations are now being sent to various organizations requesting their affiliation with the Committee. This is especially important since, in many instances, the initiative will have to be taken by local organizations if the benefits are to be obtained. The Committee is therefore grateful to the EDUCATIONAL OUTLOOK for giving it the opportunity of presenting these facts. The Committee will be glad to answer inquiries from individuals and organizations who are desirous of cooperating with it in its efforts to obtain equitable participation by Negroes in all phases of the national defense program. The officers of the Committee, in addition to Dr. Logan, are Mr. Louis Lautier, secretary, and Dr. Howard H. Long, treasurer. Inquiries may be addressed to 1816 Twelfth Street, N. W., Washington, D. C.

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